SELF-PERCEIVED INFLUENCE OF HIGH SCHOOL TEACHERS ON SCHOOL-LEVEL ADMINISTRATIVE DECISION MAKING IN A SELECTED SCHOOL DISTRICT

BY

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This study is dedicated to Genny, my wife. Without her steadfast love, devotion, and prodding this study would never have been completed. She spent many long hours typing and giving mental and emotional support.

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS..... iii

LIST OF TABLES..... vi

ABSTRACT..... viii

CHAPTER PAGE

I. INTRODUCTION..... 1

Background and Justification..... 1
Statement of the Problem..... 4
Assumptions..... 6
Definition of Terms..... 6
Hypotheses..... 9
Procedures..... 10
Organization of the Research Report..... 14

II. REVIEW OF RELATED LITERATURE..... 15

Rationale for Participative Decision Making..... 15
Impact of Self-Perception..... 19
Research Related to Participative Decision Making..... 22
Teacher Characteristics and Related Variables..... 35

III. PRESENTATION AND ANALYSIS OF THE DATA..... 42

Self-Perceived Influence by Decision Making Areas for the Total Group of High School Teachers..... 43
Comparisons by Sex of the Self-Perceived Influence of the Teachers..... 45
Comparisons by Schools of the Self-Perceived Influence of the Teachers... 49
Comparisons by Age of the Self-Perceived Influence of the Teachers..... 54
Comparisons by Experience of the Self-Perceived Influence of the Teachers... 58

Comparisons by Subject Area Taught of Teachers' Self-Perceived Influence. 64
Synthesis of the Findings Relative to Each Hypothesis..... 70

IV. INTERPRETATION OF THE DATA..... 74

Internal Consistencies Among the Findings..... 74
Relation of the Findings to Previous Literature and Research..... 79
Implications for Administrative Practice. 83

V. SUMMARY AND CONCLUSIONS..... 87

Summary..... 87
Conclusions..... 92

APPENDIX..... 94

REFERENCES..... 97

BIOGRAPHICAL SKETCH..... 104

LIST OF TABLES

1. Self-Perceived Influence of the Teachers by Decision Making Areas..... 45

2. Male and Female Teachers' Self-Perceived Influence on Budget..... 46

3. Male and Female Teachers' Self-Perceived Influence on Curriculum..... 47

4. Male and Female Teachers' Self-Perceived Influence on Teacher Assignment..... 48

5. Male and Female Teachers' Self-Perceived Influence on Student Personnel Services..... 49

6. Comparisons by Schools of the Teachers' Self-Perceived Influence on Budget..... 50

7. Comparisons by Schools of the Teachers' Self-Perceived Influence on Curriculum..... 51

8. Comparisons by Schools of the Teachers' Self-Perceived Influence on Teacher Assignment..... 52

9. Comparisons by Schools of the Teachers' Self-Perceived Influence on Student Personnel Services..... 53

10. Comparisons by Age of the Teachers' Self-Perceived Influence on Budget..... 55

11. Comparisons by Age of the Teachers' Self-Perceived Influence on Curriculum..... 56

12. Comparisons by Age of the Teachers' Self-Perceived Influence on Teacher Assignment... 57

13. Comparisons by Age of the Teachers' Self-Perceived Influence on Student Personnel Services..... 58

14. Comparisons by Experience of the Teachers' Self-Perceived Influence on Budget..... 60

15. Comparisons by Experience of the Teachers' Self-Perceived Influence on Curriculum..... 61

16. Comparisons by Experience of the Teachers' Self-Perceived Influence on Teacher Assignment..... 63

17. Comparisons by Experience of the Teachers' Self-Perceived Influence on Student Personnel Services..... 64

18. Comparisons by Subject Area Taught of the Teachers' Self-Perceived Influence on Budget..... 66

19. Comparisons by Subject Area Taught of the Teachers' Self-Perceived Influence on Curriculum..... 67

20. Comparisons by Subject Area Taught of the Teachers' Self-Perceived Influence on Teacher Assignment..... 68

21. Comparisons by Subject Area Taught of the Teachers' Self-Perceived Influence on Student Personnel Services..... 69

22. Findings Relative to Null Hypotheses About Differences Among Teacher Groups Relative to Self-Perceived Influence in Four Decision Making Areas..... 71

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Historically, managers, particularly in the field of business and education, have been admonished to provide subordinates opportunities for participation in decision making. Given the turbulent conditions surrounding education in a large urban school district the logical question is to what extent have the administrators actually involved teachers in decision making. The problem in the investigation was to determine to what extent teachers in selected high schools in an urban school district perceived they had influence in the following decision making areas: budget, curriculum, teacher assignment, and student personnel services. Secondarily, the problem in the study was to determine if there were

differences in self-perceived influence of teachers in each of the decision making areas using the following groupings of teachers: sex, school in which employed, age, teaching experience, and subject area taught.

In conducting the study, 283 teachers from four randomly selected high schools provided data by means of a researcher-developed questionnaire which was intended to determine the self-perceived influence of the teachers relative to the previously mentioned areas. Six null hypotheses gave direction to the data analysis. The data were analyzed as appropriate by means of one way analyses of variance and t-tests. The .05 level of significance was used as the basis for rejecting the null hypotheses.

The first major finding was that teachers perceived they had significantly more influence on budget and curriculum decisions than on teacher assignment and student personnel services decisions. Relative to the second hypothesis, male teachers perceived they had significantly more influence than did female teachers in decision making areas of budget and student personnel services. The third and fourth hypotheses were accepted because the analyses of variance produced no significant differences among teachers' self-perceived influence for any of the four decision making areas, when the teachers were grouped by the school in which they taught or by age. In regard

to the fifth hypothesis, teachers with 16-25 years of teaching experience perceived they had significantly more influence in the decision making areas of budget, curriculum, and teacher assignment than did the teachers with 1-5 years of experience. Also, the teachers with 16-25 years of experience and teachers with over 25 years of experience perceived they had more influence in the decision making area of teacher assignment than did the teachers with 6-15 years of experience. Relative to the sixth hypothesis, physical education teachers perceived that they had significantly more influence on budget decisions than did liberal arts teachers. Additionally, on a possible mean score of 30 for any decision making area on the instrument, the highest mean score for the total group or any subset thereof was 15.946.

The conclusions of the study were as follows:

1. There were differences among teachers in regard to the areas of decision making in which they perceived influence.

2. There were some differences among teachers in their self-perceived influence over school-level administrative decision making related to the demographic variables of sex, teaching experience, and subject area taught.

3. Even though not directly related to the null hypotheses which gave direction to the data analysis, the teachers in the urban school district studied perceived that their influence on school-level administrative decision making was limited.

CHAPTER I
INTRODUCTION

Background and Justification

Historically, administrative decision making has been of great concern to school administrators and teachers. School administrators have been concerned about administrative decision making because they are responsible for the decisions (Cubberly, 1923, p. 4). Teachers have been concerned about administrative decision making because the teachers must perform their duties based on the decisions that are made.

In the 1930's there emerged almost universal support for some form of participative decision making in schools. The belief was that the decisions made would be more valid and more likely to be effectively implemented than decisions that were not the result of a cooperative effort between teachers and administrators (Kimbrough & Nunnery, 1976, pp. 95-96). The above statement is true, according to Herzberg, Mausner, and Snyderman (1959), because teacher input into the decision making process builds teacher satisfaction and morale (p. 127). Being actively involved in planning and decision making gives the teachers positive feelings of self-worth which are reflected by the teachers' perception and evaluation of the school administration

(Getzels & Guba, 1957, pp. 438-440). Griffiths, Clark, Wynn, and Iannaccone (1962) stated that teacher input into the decision making process also broadens the scope of the school administration (pp. 60-61).

If the school administrators are aware of personal and interpersonal needs of the teachers in the school, the administrators should do as much as possible to try to satisfy these needs (Gregg, 1957, p. 289). Thus, it follows that after school administrators have determined which teachers do not perceive themselves to have an influence on school-level decision making and desire such influence, the administrators should make an effort to involve more actively these teachers in the decision making process.

In an urban school district like the setting for the study reported herein, it was often difficult to foster participative decision making because there was massive bureaucracy. It was also complicated by unionization of employees which brought about changed relationships in the school district. In spite of the bureaucracy and unionization in the situation, the district school board, with the advent of a new superintendent, made a verbal commitment, as evidenced by comments made while interviewing superintendent candidates, to improve participative decision making. The new superintendent made a commitment to improve participative decision making by instituting measures to decentralize the school district.

Given this background, the legitimate question became, to what extent had the school district leaders succeeded in this commitment to improve participative decision making, particularly in the large high schools. There were a variety of areas in which such teachers could have appropriately participated in decision making. Some of these areas were budget, curriculum, teacher assignment, and student personnel services. It was reasoned that if the leaders of the school district could find out whether or not teachers felt they were involved or not involved, as well as the extent of their involvement, in the above mentioned areas of decision making, this would let the administration know how well they were succeeding in meeting their commitment to improve participative decision making. Also, it was believed that it was not enough to know about the high school teachers in the district globally; there was a need to know the perceptions of teachers when they were grouped according to such variables as sex, school, age, teaching experience, and subject areas taught.

Said another way, the findings of the study, which focused on teacher perceptions, were intended to provide the administration a more complete look at participative decision making in the school district. The administration would have a basis for determining where to increase opportunities for the total high school staff if a consistent pattern of self-perceived low influence in specific

decision making areas was found. Administrators could place greater emphasis on their efforts to encourage teachers to participate in these areas of self-perceived low influence. In regard to the secondary part of the study, related to the extent of difference between younger and older teachers, male and female teachers, teachers in selected schools, teachers in selected subject areas, and experienced and inexperienced teachers, it was thought that if significant differences were found the groups of self-perceived low influence teachers should be given special encouragement. Special effort could be made to insure that these teachers are placed on committees and the like, particularly in the decision making areas where such groups of teachers felt they had low influence.

Statement of the Problem

The problem in the study was to determine to what extent teachers in selected high schools in an urban school district perceived they had influence in the following decision making areas: budget, curriculum, teacher assignment, and student personnel services. Secondarily the problem in the study was to determine if there were differences in self-perceived influence of teachers in each of the decision making areas using the following groupings of teachers: sex, school, age, teaching experience, and subject area.

Delimitations and Limitations

This study was confined to 283 teachers in four randomly selected comprehensive public high schools in the urban school district. A cluster sampling technique was used to obtain the sample of the teachers. The 283 teachers represented all the teachers present at a designated faculty meeting in each of four randomly selected high schools. (The 13 comprehensive high schools in the selected district ranged in enrollment from 1,000 to over 2,000 pupils.) The cluster sampling technique used limits the external validity of the study. Generalizing the results of the study beyond the sample group is only speculative.

The groupings of high school teachers were confined to the sex, school, age, teaching experience, and subject areas of the teachers. The school-level administrative decision making areas were confined to the areas of budget, curriculum, teacher assignment, and student personnel services.

The data regarding the teacher perception of decision making influence were confined to those collected from a questionnaire developed for the purpose of the study (see the Appendix). The questionnaire was reviewed and critiqued by a panel of judges; this process provided the questionnaire a measure of validity.

Due to the ex post facto nature of the study, cause and effect relationships cannot be concluded.

Assumptions

The following value and procedural assumptions were basic to the decision to conduct the study and follow the procedures described.

1. Participative decision making is desirable in the four areas identified.

2. The questionnaire, which has only content validity, was in fact adequate to measure the perceptions of the high school teachers relative to their decision making influence in the four areas.

3. It was assumed that the teachers would be forth right in their responses to the questionnaire items.

4. The results would provide one basis for the school district leaders to determine the status of participative decision making in the school district.

Definition of Terms

Age groups. Age groups were operationally defined as under 25, 25-35, 36-45, 46-55, and over 55 years old.

Budget. Budget is the plan for the coordination of expenditures in a single school. The decisions regarding budget were operationally defined by the statements on the questionnaire which includes statements on budgeting, allocations, and purchasing (see the Appendix).

Comprehensive public high schools. Comprehensive public high schools are tax supported institutions containing grades 10, 11, and 12 and offering academic and vocational programs.

Curriculum. The conventional definition of curriculum includes all the planned experiences of the learners under the school's guidance and supervision. However, operationally in this investigation this notion was broadened to include goals, specific course content, textbooks, master schedule, and evaluation procedures of a single school (see the Appendix).

Participative decision making. Participative decision making is a decision making process which involves, in a formal way, people outside of administration in decisions which are the responsibility of the administration to make.

School-level administrative decision making. School-level administrative decision making is the process by which an alternative is chosen on situations, incidents, and assigned tasks that occur within one school and is the responsibility of a person at the school with a position that is identified by the school district as an administrative position. For the purpose of this study, school-level administrative decision making areas were confined to the areas of budget, curriculum, teacher assignment, and student personnel services.

Schools. Schools were operationally defined as the four randomly selected comprehensive public high schools where the questionnaire was administered to all teachers present at regularly scheduled faculty meetings. Each of the 13 high schools in the selected district including the four randomly selected schools ranged in enrollment from 1,000 to over 2,000 pupils.

Self-perceived influence. Self-perceived influence is the control individuals feel they have over a given matter or situation. It was operationally defined by an individual's score on the questionnaire (see the Appendix).

Student personnel services. Student personnel services include the areas of student conduct, discipline, government, activities, and the student handbook in a single school. The decisions regarding student personnel services were operationally defined by the statements on the questionnaire (see the Appendix).

Subject area. Subject area is the content area in which a teacher instructs for the major portion of the school day. Subject area was operationally defined by the groupings which included liberal arts, science, vocational, physical education, and "other" (see the Appendix).

Teacher assignment. Teacher assignment is the selection of teachers and designation of subjects, duties, student loads, and schedules to specific teachers. The decisions regarding teacher assignment were operationally defined by the statements on the questionnaire (see the Appendix).

Teachers. Teachers were high school instructors who were assigned at least one group of students to instruct on a regularly scheduled basis and were present at the designated faculty meeting when the questionnaire was administered.

Teaching experience. Teaching experience is the number of years a teacher has been employed in the teaching profession. Teaching experience groups were operationally defined as first year, 1-5 years, 6-15 years, 16-25 years, and over 25 years.

Hypotheses

To provide direction to the data analysis, the six operational null hypotheses which follow were projected. The .05 level of significance was used to reject a null hypothesis.

1. There is no significant difference in the self-perceived influence of teachers among the selected school-level administrative decision making areas of budget, curriculum, teacher assignment, and student personnel services.

2. When the teachers are grouped by sex, there will be no significant difference in their self-perceived influence on school-level administrative decision making in the areas of (a) budget, (b) curriculum, (c) teacher assignment, and (d) student personnel services.

3. When the teachers are grouped by the schools in which they are employed, there will be no significant difference in their self-perceived influence on school-level administrative decision making in the areas of (a) budget, (b) curriculum, (c) teacher assignment, and (d) student personnel services.

4. When the teachers are grouped by age, there will be no significant difference in their self-perceived influence on school-level administrative decision making in the areas of (a) budget, (b) curriculum, (c) teacher assignment, and (d) student personnel services.

5. When the teachers are grouped by teaching experience, there will be no significant difference in their self-perceived influence on school-level administrative decision making in the areas of (a) budget, (b) curriculum, (c) teacher assignment, and (d) student personnel services.

6. When the teachers are grouped by subject area taught, there will be no significant difference in their self-perceived influence on school-level administrative decision making in the areas of (a) budget, (b) curriculum, (c) teacher assignment, and (d) student personnel services.

Procedures

Overview

The study, which focused on teachers' perceptions of their influence in the decision making process, was an ex post facto field study. A sample of public high school teachers were administered, during regularly scheduled faculty meetings in the spring of 1980, a questionnaire which was designed for the purpose of the study. The questionnaire data were analyzed by means, one way analysis of variance, and t-tests consistent

with six operational null hypotheses. In the sections which follow, the details of the process are described.

Sample

The cluster sampling technique was used to obtain the high school teacher sample for the study. There were 13 comprehensive public high schools in the selected urban school district. These high schools ranged in enrollment from 1,000 to over 2,000 pupils. Four of the comprehensive public high schools were selected at random to form the sample of high schools. The four randomly selected high schools had 1979-1980 pupil enrollments of 1241, 1661, 1827, and 1860 and employed 66, 77, 89, and 91 teachers respectively. All of the teachers employed in the randomly selected schools who were present at the regularly scheduled faculty meeting when the questionnaire was administered constituted the teacher sample for the study. The sample consisted of 283 teachers and represented approximately 31% of the teachers employed in the 13 comprehensive public high schools of the school district and 84.5% of the teachers employed in the four randomly selected high schools.

Instrumentation

The questionnaire, developed for the study, contained two major sections--teacher characteristics and decision making. The responses to the teacher characteristics section were intended to identify the responding teacher's sex, age, teaching experience, and subject area. The

responses to the decision making section were intended to determine the self-perceived influence of the responding teacher on school-level administrative decision making. The four decision making areas about which the perceptions of teachers were sought were budget, curriculum, teacher assignment, and student personnel services. Each of the four decision making areas contained five positive statements relative to influence on school-level administrative decision making. The studies by Holcombe (1974), McCluskey (1972), and Wiles (1969) were used as a basis for the 20 statements on school-level administrative decision making. As initially developed, each statement was answered by the respondent as either "always," "almost always," frequently," "occasionally," "seldom," or "never."

The initial version of the questionnaire was reviewed by a panel of three judges. The panel consisted of a high school teacher, a high school principal, and a school district research and development person. The panel determined the questionnaire needed some revision. Therefore, the questionnaire was revised consistent with the panel's recommendations. Specifically, the responses to the decision making statements were changed to "a very great extent," "a great extent," "some extent," "a little extent," "a very little extent," and "no extent at all;" two of the budget statements were changed to better clarify the statements; and a change for clarity was made in one of the curriculum statements. Contained in the Appendix is a copy of the instrument as revised and administered to the teachers.

Data Collection and Analysis

As previously noted, the data necessary for the study were from the 283 teacher responses to the questionnaire. The questionnaire was administered to the teachers during a regularly scheduled faculty meeting at each of the four randomly selected comprehensive public high schools during the spring of 1980.

One way analysis of variance was used to test hypothesis 1. A Tukey's test was used to locate where there was significance of difference between the areas of decision making when the analysis of variance revealed significant differences among the areas of decision making. A Tukey's test approach to the problem of multiple comparisons is intended for use in making any and all simple pairwise comparisons. When the overall F-ratio (one way analysis of variance) is significant, a Tukey's test will yield at least one significant difference (Roscoe, 1975, pp. 315-316).

One way analysis of variance was also used for each part of hypotheses 3, 4, 5, and 6 to determine if there were significant differences among each of the groupings of teachers in their self-perceived influence on the administrative decision making areas of budget, curriculum, teacher assignment, and student personnel services. Also a Tukey's test was used to find where there was significance of difference between the groupings when the analysis of variance revealed a significant difference among the

groupings. For the grouping of teachers by sex (hypothesis 2) t-tests were used.

The responses to the decision making statements were given numerical values of 6, 5, 4, 3, 2, and 1 for "a very great extent," "a great extent," "some extent," "a little extent," "a very little extent," and "no extent at all," respectively. The total score for each teacher on each of the four areas of the decision making section of the questionnaire was used in the analysis.

The .05 level of significance was used as the basis for rejecting the null hypothesis. Separate tables are presented for each part of each hypothesis. A narrative presentation accompanies each table in the analysis of data.

Organization of the Research Report

Chapter I of the study has contained the introduction and procedures of the study. Chapter II contains a review of the literature related to participative decision making. Chapter III contains the presentation and analysis of the data. Chapter IV contains the interpretation of the data as the data relate to the statement of the problem and review of the literature. Chapter V contains a summary of the findings and conclusions of the study.

CHAPTER II
REVIEW OF RELATED LITERATURE

The review of related literature includes the following topics which were deemed relevant to the study of teachers' self-perceived influence on decision making: rationale for participative decision making, impact of self-perception, research related to participative decision making, and teacher characteristics and related variables. Included as appropriate are expressions of authoritative opinion and reports of research.

Rationale for Participative Decision Making

Participative decision making fosters better decisions, creativity of all employees, human dignity, motivation, mutual interests, acceptance of responsibility, morale, teamwork, and acceptance of change. Furthermore, these can affect production by raising output, improving the product, decreasing conflict and grievances, and reducing turnovers, absenteeism, and tardiness. This was found to be true by Davis (1977) in a study of democracy and human relations in business (p. 147).

According to Packard (1962), some decisions should be reserved for particular individuals, whatever their positions, who are best qualified to act upon the problem (p. 311). Griffiths, Clark, Wynn, and Iannaccone (1962)

stated: "The wisest decisions will be made by the individual or individuals nearest the operating effect of the decision" (p. 61). However, Packard (1962) went on to note that some decisions should be reserved for action by all members of the group, arriving at these decisions by consensus. If certain individuals feel they do not want to be responsible for decision making and elect to let others make decisions, at least the individuals will share in defining the structure within which they will operate (p. 311). He, also, stated that employees should participate more fully in decisions regarding the criteria used for making promotions, allocating of money for salaries, and determining production objectives (p. 311). Getzels, Lipham, and Campbell (1968) affirmed almost the same point in terms of education and teachers. They stated that teachers should participate in determining their salaries, working conditions, and educational programs (p. 239). Teachers who participate in school-level administrative decision making have higher morale, a more positive attitude toward the administration, and higher regard for themselves and the teaching profession than do the teachers who do not participate in school-level administrative decisions (Ellenburg, 1972, p. 41). Productivity is also influenced by participation (Campbell, Bridges, & Nystrand, 1977, p. 254).

The teachers of a school should have the authority to either make the decision or be consulted in matters

that directly influence their professional behavior or duties (Griffiths, 1956, p. 232; Schmuck, 1972). The rationale behind this point of view is that teachers have information which is relevant to decision alternatives under consideration (Griffiths, 1956, p. 232).

Harnack (1968), focusing more on curriculum, stated that teachers should take part in the decision making with regard to instruction, organization of subject-matter areas, instructional materials, staff utilization, academic freedom, communication, professional growth, and instructional leadership (p. 101).

It becomes the responsibility of the administrators to nurture and plan so that all teachers can participate actively in educational decisions (Lumley, 1979). However, this can be affected by the centralization, formalization, and complexity of the administrative structure, as was found from a 1977 study by Sajecki. Sajecki also suggested that collective bargaining contracts must be considered as another major variable which affects the extent to which teachers may be permitted to participate actively in decision making.

According to Eiken (1977), middle managers (principals) are lacking any effective voice in the negotiating process, yet they are the persons who must make the negotiated, rigid contract apply to all situations. This decreases the possibility for programmatic changes and thus takes away some of middle managers decision making authority (p. 176).

According to one author, teacher unions are not attempting to establish their dominance but, rather, to participate and negotiate their interests (Pellicano, 1980, p. 316). Nevertheless, experience with collective bargaining suggests that responsibility for decision making tends to move steadily toward the central administration and away from departments, divisions, schools, and colleges. Therefore, those most effected by decisions have less and less control and, as a result, feel less and less responsibility for their effective implementation (Baratz, 1978, p. 202). The decreased influence of the individual employee on the decisions which affect his professional life was also noted by Agin (1979, p. 191). However, in a 1979 study at Florida State University, Bidwell found that of 462 community college educators none felt that their role in decision making had altered by collective bargaining.

Davis (1977) stated that after it is determined there is little participation by employees in decision making, plans should be made to develop participation between workers and managers. "Success with participative programs depends on the quality of participation that actually develops, rather than on whether a certain technique is used" (p. 148).

Since there is some support for the idea that collective bargaining may not be meeting the total needs of teachers, perhaps educators could make workable some of

Davis' (1977) plans to encourage participative decision making in business. These plans were consultive management, democratic management, production committees, suggestion programs, and multiple management. Administrators consult employees before making decisions under consultive management (pp. 148-149). Employees are given the responsibility of making decisions with democratic management (p. 149). Production committees are formal committees of employees and administrators, who jointly are responsible for decision making (pp. 149-150). Suggestion programs are programs initiated by the administration for employees to recommend improvements to the organization (p. 150). Multiple management is the practice of using formal advisory committees or junior or low-level administrators in decision making (p. 151).

Participative and individual teacher decision making is a necessity in schools (Harnack, 1968, p. 13). However, before such a program can be developed to change people, there must be knowledge of how the people perceive and react in their present setting (Ebbesen & Zimbardo, 1970, p. 14).

Impact of Self-Perception

Self-perception has been defined as "the individual's awareness of himself; [it] differs from self-consciousness because it may take the form of objective self-appraisal" (Hilgard & Atkinson, 1967, p. 637). Elementary to self-perception is perception itself. Perception is essential to learning (Allport, 1955, p. 609).

Perception has been studied from three different points of view. These are the stimulus, the individual, and the process between the stimulus and the individual. J. J. Gibson (1966) considered perception to be largely dependent of external stimuli, circumstances, or one's environment (p. 319). Frenkel-Brunswik (1974) concurred with Gibson, but stated further that "self-perception and perception of the environment actually merge" (p. 118). A different approach was taken by Wertheimer and Köhler, who, according to Piaget (1971), considered perception to be mostly dependent on inner states of the individual such as the nervous system (p. 245). Piaget (1971) stated that "perception is inseparable from sensory excitement" (p. 153) and similarly Anglin (1973) stated that "perception is an activity that is fundamentally of the same nature as concept attainment and the other higher mental processes" (p. 3). Bruner (1973) stated that perception is mainly the perceiver and the active part that the perceiver plays in selecting information, forming hypotheses, and distorting inputs (pp. 98-99). Piaget (1969) saw perception to be a constructive process between the stimulus object and the performance of an active subject to determine what is perceived and how it is perceived (p. 365).

Hilgard and Atkinson (1967) stated, there are four aspects of self-perception: they defined the first as perceiving the self as an agent, meaning by that, that

people are responsible for their own acts. A second aspect of self-perception was perceiving the self as continuous, meaning by that, that people are the same people day after day. The third aspect identified by Hilgard and Atkinson was perceiving the self in relation to other people, meaning by that, that people perceive themselves based on their interactions with other people. The fourth aspect was perceiving the self as the embodiment of values and goals, meaning by that, that people have systems of values and attitudes that become a basis for how people perceive themselves (pp. 481-482).

There have been many statements offered about self-perception and the environment of the perceiver. Gergen (1971) stated that not only is self-perception a result of one's environment, but also self-perception is crucial to orienting oneself to the world around oneself (p. 38). Benson (1974) stated that a person's perception of himself or herself is a result of the interaction of that person with the environment in which he or she is a part (p. 340). Kleinke (1978) stated that if people become aware of how environmental variables affect their behavior and their self-perception of their behavior, they will be able to enhance their personal freedom through strategies of self-control (p. 220).

Group influence plays an important part in self-perception. The influence of a group upon a person teaches the person to perceive as his cultural group perceives

(Murphy & Kovack, 1972, p. 449). How people present themselves to others is based in part on how they are perceived by others, especially their peers (Benson, 1974, p. 27). A negative perception of oneself may "predispose one negatively toward others" (Gergen, 1971, p. 90).

Horrocks and Jackson (1972) stated that "at any point in time, a person can perceive and evaluate only a small part of all he can conceive himself to be" (p. 191). Horrocks and Jackson (1972) further stated that roles taken by people have their bases in their expectations and their perception of themselves for satisfaction of needs that have evolved during the course of their development (p. 95).

Research Related to Participative Decision Making

Wiles (1969) developed an instrument to assess perception of the participative decision making process in a school center. An 18-member panel and 139 practicing administrators and teachers were used to develop decision making areas that were perceived to be participative. The decision making areas perceived to have the most participation were the following: The extent to which students can govern themselves, clarifying problems of teacher attendance at parent-teacher association meetings, teaching black culture or history, determining maximum class size, should students discipline themselves, the amount of time spent in faculty meetings, grouping of students, determining standardized tests to be used, setting class

and grade schedules, the solution to students in the halls during class, should nongraded electives be offered, selection of textbooks, use of controversial materials, students rights to freedom, proper classroom discipline, and determination of pupil load per teacher (pp. 126-128).

Two studies to compare types of decision making were conducted by Lowell (1972) and Piper (1974). The studies were different, but the results were similar.

Lowell (1972) studied three types of decision making--consensus, majority vote, and centralist (leader dominated). He found that the consensus and centralist groups were both effective as decision making processes. Consensus groups were effective because all members of the decision making group agreed on the decision. The centralist groups were effective because the members felt they could all participate in the decision making process.

Piper (1974), in a study of 82 graduate students using decision making exercises, studied individual versus group consensus or group participation in decision making. Piper concluded that decisions made by group consensus or group participation were more correct than decisions made by any of the individuals acting alone.

Studies of participative decision making have been conducted in a variety of nonschool settings. Lawler and Hackman (1969) conducted a study in a building maintenance company to determine if incentive pay programs would be more effective if they were participatively

developed than if they were imposed upon a group of employees by management. Fifteen groups of employees ranging from 2 to 25 employees in each group were used in the study. Three groups made their own incentive pay plan, two groups had plans imposed, two groups discussed plans but none were instituted, two groups received no treatment, and six groups were not used in the study. The results of the study indicated that the participative groups were more committed to the success of their plan than the groups that had an incentive pay plan imposed on them. Lawler and Hackman suggested from these findings that participation in the development and implementation of a plan may have more of an impact on the effectiveness of the plan than the mechanics of the plan itself (p. 470).

Bragg and Andrews (1973) conducted a participative decision making study in a hospital laundry room which included 32 laundry workers and their foreman. The workers and foreman met 28 times over an 18-month period. They made 147 recommendations which included 11 recommendations relative to working hours and conditions, 90 involving work flow, 44 relating to equipment modifications and 2 regarding safety. The foreman tried to implement as many decisions as were possible. The results of the study were measured by questionnaires, attendance records, and levels of production. It was concluded that attitudes had improved, absence rates had declined, and productivity had increased during the period of participative decision making (pp. 731-732).

A similar study in an educational setting (an Oregon junior high school) was conducted by Schmuck, Runkel, and Langmeyer (1969). They started a program to improve problem solving and decision making through direct intervention and training. Decision making groups were organized and trained in techniques of problem solving. The teachers were assigned to work groups to deal with specific types of problems. The direct intervention lasted from before the start of school in the fall until February. The program was considered a success because there was a small teacher turnover, the program continued after the intervention, many participants continued training at their own expense, more positive attitudes were expressed about the principal, there were changes in organizational norms of the faculty, and the participants offered many new innovations for the school.

Firestone (1977) studied participation and influence of teachers in planning educational change in a rural school district. The study consisted of personal interviews, observations of events and documents, and a mail-out survey. All of these were used to determine the actual participation and influence of teachers in planning an educational innovation and competing for federal funds to finance it. From data gathered it was found that 63% of the teachers believed that teachers should have a greater share of the decision making power than the superintendent. From the results of the study it was concluded that

there was a direct relationship between perceived influence and support for the program. Firestone further concluded that teachers will support innovation if they have influence over the design; however, if participation is implied but never really implemented, then there will be little support by teachers for the innovation (p. 179).

Three studies relating to teacher satisfaction and participation in decision making were those of Isherwood and Taylor (1978), LeCoultre (1979), and Rescigno (1977). Isherwood and Taylor (1978) studied participative decision making among school councils. The purpose of the study was to determine (1) which decision items were appropriate for council participation as perceived by the school principal, teacher members, and nonmember teachers and (2) if there was congruence between these decision items and job satisfaction for the principal, teacher members, and nonmember teachers. Twenty schools were used in this study with the principal and staff of each completing a 64-item questionnaire relating to the purposes of the study. The three groups were in general agreement as to whether the council should participate in certain decision items, although the principals felt a council should have more input into teacher methods and the teachers felt a council should have more input into teacher salaries. It was found that the teachers derived a sense of job satisfaction from participation in a council while principals did not (p. 269).

LeCoultre (1979) studied male and female teachers to determine if there were differences in their perceived participation and satisfaction in the decision making process. The sample consisted of 715 female teachers and 380 male teachers in selected East Tennessee school systems. Each teacher completed two questionnaires. The results related to participative decision making were that (1) male teachers experienced significantly more perceived participation in decision making than did the females, (2) male teachers experienced significantly more personal satisfaction with decision making than did the females, and (3) for both male and female teachers, there was a positive correlation between perceived participation and perceived personal satisfaction with decision making.

Rescigno (1977) investigated the relationship between parent and teacher satisfaction with their involvement in decision making and student attitude toward school. Students, teachers, and parents at 16 elementary schools in California were surveyed with a questionnaire designed for the purposes of the study. In regard to the teachers, they were found to have a negative attitude toward decisions made by the school board and were most dissatisfied with teacher involvement in determining faculty salaries. Teachers were also dissatisfied with their involvement in collective bargaining. However, they showed satisfaction with decision items which were centered at the school-level or were within the individual classroom.

A study of the relationship between teacher participation in decision making and student output was conducted by Seeman and Seeman (1976) in 12 southern California schools. Involved were 35 teachers and over 1000 pupils. One questionnaire was given to each teacher to determine their degree of participation in dialogue, decision making, and action with respect to changes already in progress in the schools. Another questionnaire was given to the pupils to determine their attitudes toward learning, school, and themselves. There were two significant findings that relate to participation in decision making: (1) teachers who were deeply engaged in dialogue, decision making, and action had pupils who were more favorable toward learning, school, and themselves, and (2) staff participation is most important and effective to the participants if it is done at the primary group level (p. 38).

Two studies to determine the difference between desired participation and actual participation of teachers in school-level administrative decision making were conducted by Mohrman, Cooke, and Mohrman (1978) and Rappel (1977). Mohrman, Cooke, and Mohrman (1978) conducted a study where 460 teachers were given a questionnaire to rate 12 decision areas as to how frequently they actually participated in the decisions and how frequently they should participate in the decisions. The 12 decision areas were hiring, textbooks, learning problems, methods, instructional policies, classroom discipline, budget planning, faculty

assignment, employee grievances, buildings and facilities, community groups, and salaries. The teachers perceived the actual and desired participation almost exactly the same for the decisional areas of textbooks, learning problems, methods, instructional policies, and classroom discipline. However, there was considerable differences in all of the other decisional areas in relation to the teachers actual and desired participation with the teachers desiring more participation than they had (pp. 18-19).

Rappel (1977) studied teachers actual involvement and desired involvement in decision making practices and procedures related to the selection, assignment, supervision, and retention/dismissal of personnel in schools. The sample consisted of 100 elementary school teachers. Each teacher was administered a 30-item questionnaire designed for the study. In part the results were that (1) teachers reported little or no involvement in the areas of selection, supervision, and retention/dismissal of school personnel, (2) teachers felt more involvement in assignment of personnel, and (3) teachers wanted more involvement in all areas of school personnel decisions.

There have been several efforts to determine if school structure, school climate, and similar variables relate to participative decision making. Sajecki (1977) conducted a study of 49 teachers in a New York high school to determine the relationship between teacher orientation and perceived structural characteristics of schools to

participative decision making of the teachers. The 49 teachers completed a 3-part questionnaire designed for the study. The only factors found to affect teacher participation in school-level decision making were centralization, formalization, and complexity of the administrative structure.

Alutto (1978) conducted a study in Westchester, New York, to determine if there was any relationship between the teachers' perceptions of organizational climate, participative decision making, and student behavior. All the teachers in "special act" residential schools were given three questionnaires to complete. The major finding of the study was that there was no correlation between participative decision making and either of the other two predictor variables of organizational climate and teacher demographic data.

Roche (1978) also conducted a study involving participative decision making, school climate, and other variables. The 3-part questionnaire was completed by 166 teachers from 15 "type five" elementary schools in New York. The schools were grouped according to achievement level of their students. It was found that all teachers regardless of school climate desired more participation in school-level decision making. However, teachers in schools where the student achievement was high were less desirous of participation in school-level decision making than teachers in schools where student achievement was low. Among the

teachers in schools where student achievement was low, those teachers, who spent more time teaching basic subjects, expressed less dissatisfaction with their level of participative decision making than did their counterparts.

Kneale (1979) conducted a study to identify teachers' perceptions of organizational climate, the conditions of participative decision making, and the leaders behavior in each of four selected elementary schools in a Louisiana parish. Three questionnaires were given to 114 teachers at the four schools with 99 returning completed questionnaires. The results of the study led to the conclusion that teachers desired more participation in the decision making process irrespective of school climate. This affirms the finding by Roche (1978).

Rather than look at school climate, Marra (1978) directed his research at principal's behavior. The aim in Marra's study was to determine the relationships between principal's leadership behavior, teacher's participative decision making, job satisfaction, and student achievement. The sample consisted of 288 elementary school teachers from 36 public schools in 18 school districts in New York. The teachers were given three questionnaires. The findings related to participative decision making were that (1) the teachers perceived they were not making as many decisions as they desired, (2) teacher participative decision making and job satisfaction influenced teacher perception of the principal's behavior, (3) teacher job satisfaction

influenced teacher perception of participative decision making, and (4) teacher participative decision making contributed to student achievement in mathematics.

A similar study to that of Marra (1978) was done by Catalino (1979). The aim of this study, which involved 21 elementary school principals and their faculties, was to determine the extent to which administrator belief systems and attitudes toward teacher participation were related to teacher perceptions of their involvement in the decision making process. The sample was selected from six suburban school districts in New York. The data for the study were gathered through questionnaires and observations of principals and staff meetings. It was found that there was a moderate positive relationship between principal attitude and staff perception of involvement in decision making and also, that principal and teacher experience in the district and teacher total experience had a significant relationship to principal attitude and teacher perception of their level of satisfaction with involvement in decision making.

A different approach to studying principals and participative decision making was taken by Healey (1977). The purpose of this study was to determine principals' perception of teacher involvement in decision making in public elementary schools in Illinois. Principals in 149 schools returned surveys. The decision making areas studied were school and community relations, curriculum

and instruction, pupil personnel, physical facilities, and finance and business management. From the data it was found that principals perceived the teachers' greatest involvement in decision making was in curriculum and instruction and the teachers' least involvement in decision making was in finance and business management.

There have been numerous studies involving the loci or responsibility center for certain areas of administrative decision making. Three such studies were by Bowden (1974), Holcombe (1974) and McCluskey (1972).

Bowden (1974) studied responsibility centers for making selected administrative decisions as perceived by the faculty of community colleges. Bowden found that the instructional staff were perceived by the responding faculty members as having the responsibility for decisions on the adoption of new instructional curricula (p. 243).

Holcombe (1974), in a study of participative decision making in selected community colleges, focused on the locus of decision making in curriculum and instruction. Holcombe concluded that (1) curriculum committees play a viable role in decision making when all areas of the staff were represented, (2) formal organizational structure was a factor in perceived responsibility for decision making, (3) curriculum decisions were perceived as more centrally determined than were instructional decisions, and (4) there tends to be more participation in the formulation of curriculum decisions than there is participation in instructional decisions (pp. 118-121).

McCluskey (1972) studied the decision making for student personnel services in selected community colleges and found the administration was perceived to have the role of the major decision maker in student personnel services. Student personnel services were defined to include student activities, testing programs, facilities, graduation eligibility, student government, student conduct, financial aid, orientation, and the student handbook (pp. 119-200).

A recent issue in participative decision making is the impact on teacher participation of collective bargaining. Two studies with conflicting results are those by Bidwell (1979) and Mayer (1977).

Bidwell (1979) conducted a study to determine if there was a perceived role change in the decision making process as a result of collective bargaining. A 3-part questionnaire was completed by 462 instructors and administrators in Florida community colleges. Bidwell found that no group from instructors to presidents perceived that their role in decision making had been altered as a result of collective bargaining.

Mayer (1977) sought to determine if there was a difference in teachers' perceived participation in decision making before and after the advent of collective bargaining. The sample consisted of 870 responses out of 975 randomly selected teachers in Indiana secondary schools. The decision making areas considered were teaching loads,

class size, teacher assignment, teacher evaluation, student discipline, budget policies, nonclassroom duties, class preparation time, instructional methods, and course content. Contrary to the Bidwell (1979) study, Mayer found that teachers perceived an increase in all areas of decision making after the advent of collective bargaining. Teachers perceived that they dominated in the areas of instructional methods and course content. Teachers perceived their greatest gains in participation were in the decision making areas of teaching loads, teacher evaluation, nonclassroom duties, and class preparation time. Mayer found two teacher characteristics where there were significant differences in teachers' perceived participation in decision making. There was significant difference between male and female teachers perceived participation in the areas of course content, nonclassroom duties, teacher evaluation, and teacher assignment. Also, there was significant difference between teachers of different ages and their perceived participation in the areas of course content and teacher assignment.

Teacher Characteristics and Related Variables

Characteristics associated with teachers and on the environment in which they find themselves employed have been found to be related to variables other than perception of their role in decision making. It was deemed germane to provide the reader of some understanding of the proposition that teacher characteristics such as those

considered in the study reported herein may be related to a variety of other variables. Thus, in the paragraphs that follow, studies which demonstrate or substantiate this basic notion are reviewed briefly.

Ryan (1960) conducted a study relating to characteristics of teachers, in which he focused on profiles of teachers, a comparison of their characteristics, and how these characteristics related to other variables. The personal and situational characteristics used by Ryan were age, sex, experience of the teacher, educational and social situation, and teacher behaviors (p. 10). Ryan found age, sex, subject taught, and experience as characteristics of teachers that formed patterns of attitudes, viewpoints, understanding, and adjustment (p. 385). There was a slight tendency for more experienced teachers to favor the school administration (p. 386). Science and mathematics teachers were more traditional in their viewpoint of classroom instruction than English and social studies teachers (p. 386). Male teachers were more emotionally stable than female teachers (p. 386). Female teachers were warmer to pupils than male teachers (p. 385).

Davis (1977) reviewed studies of the relation of job satisfaction to personal characteristics of employees and he found age, seniority, marital status, formal education, company training received, sex, work shift, building worked in, and type of work were useful comparisons to make when studying personal data related to job satisfaction (p. 83).

Kalis (1980) conducted a study to determine if there was a relationship between teaching experience and school climate or teacher morale. The findings were based on observations made and questionnaires completed by one school faculty. There was no significant relationship found between teaching experience and teacher morale. However, Kalis found that teacher perception of school climate appeared to become more negative with more years of experience (p. 96).

Ellenburg (1972) conducted an extensive review of existing literature related to morale and personal characteristics of teachers. As a result, he found many teacher characteristics that related to morale. These included sex, age, teaching experience, socioeconomic background, family relations, and physical build (p. 40). Ellenburg also found that the age difference between the teacher and principal and the extent of teaching experience with their present principal related to teacher morale (p. 40).

Keef (1976) in a study to determine the preferred role of teachers in educational decision making found that age was the only factor that revealed a significant difference between teachers preferred role in decision making. This study was conducted with a stratified random sample of 200 teachers.

In a previously mentioned study by LeCoultre (1979), a significant difference was found between male and female teachers in their perceived participation and

satisfaction in the decision making process in schools selected from East Tennessee school systems.

Brownlee (1979) conducted a study to determine the characteristics of teacher leaders. The teacher leaders were identified by a questionnaire given to the principals and teachers of 10 public elementary schools. After the teacher leaders were identified they were analyzed to determine if there were any relationships between teacher characteristics and teacher leaders. The teacher leaders were distinguishable by the following: their capacity to bring about moderate change, their performance as a teacher, their positive relationships with their peers, their age, their teaching experience, their level of formal education, their frequency of communication with other teachers, and their years in the present school (p. 121).

Goebel and Cashen (1979) conducted a study to determine the relationship of age, sex, and attractiveness as factors in student rating of teachers. The sample consisted of 150 Caucasian students in grades 2, 5, 8, 11, and 13. There were 15 males and 15 females sampled at each grade level. The students rated pictures of teachers according to seven factors of teacher performance. Across all factors and grade levels unattractive teachers tended to be rated lower in performance rating. Young teachers rated higher than older teachers. The sex of the teacher became a significant factor at grades 11 and

13. The lowest ratings were received by unattractive middle-aged female teachers and unattractive older male teachers (pp. 650-651).

In a study by Dworkin (1980), teacher characteristics were examined in relation to teacher turnover in urban areas. Dworkin found that young teachers, both black and white, came more often from higher professional and white-collar families than did their older cohorts. Another finding was that teachers who were most likely to plan to quit teaching were white, under 35 years of age, came from higher class origins, and were assigned to schools with student racial distributions which they defined as undesirable.

Lipka and Goulet (1979) studied ageing and teaching experience as they related to teacher attitudes toward the profession. The sample for their study consisted of 155 classroom teachers ranging in age from 22 to 60 and ranging in experience from 1 to 25 years. The teachers completed a questionnaire designed for the purpose of the study. Age and teaching experience were related to whether the teaching profession met altruistic and pragmatic needs of the teachers. Also, these needs were examined in terms of change over the span of their teaching career and a difference was found among the teachers when they were grouped by age. Attitudinal changes about the teaching profession were found to be restricted to the early years of the teaching career, if not, the first year of teaching.

Myers, Kennedy, and Cruickshank (1979) studied personality types of teachers and how they related to perceived problems. The sample consisted of 432 teachers who completed a survey designed to type the teacher's personality and identify their personal and professional problems. Eight personality profiles were identified to have a relationship with the identified significant problems. Probably the most significant result of the study was that knowledge of teachers' personality profiles could lead to the prediction that certain teachers would be troubled by their relationships with their peers and parents (p. 39).

Hurewitz and Hurewitz (1977) studied 34 selected teacher characteristics and their relation to cognitive and/or affective learning in elementary schools. The data were collected from 50 student teachers completing a questionnaire designed for the study. Of the 34 selected characteristics 27 were found to be significantly related to either cognitive or affective learning. Hurewitz and Hurewitz suggested from the findings that for teachers to have the most impact on cognitive and affective learning they should be confident about themselves and be able to relate to others in a meaningful way by helping others feel positive about themselves (p. 151).

Perhaps the basic point in regard to the relationship of teacher characteristics to a variety of other variables was made by Ryan (1960) as a result of his investigation.

Ryan noted that age, sex, subject area, and experience could be initially considered as possible relevant independent variables when any number of investigations were being conducted relative to teachers and the context in which they work (pp. 390-393).

CHAPTER III
PRESENTATION AND ANALYSIS OF THE DATA

The teacher's self-perception data collected by means of the researcher-developed questionnaire are presented by the same areas and order as the null hypotheses projected in Chapter I. Those are as follows: self-perceived influence for the total group of 283 high school teachers by decision making area, self-perceived influence by sex, self-perceived influence by school in which the teacher was employed, self-perceived influence by age of the teacher, self-perceived influence by experience of the teacher and self-perceived influence by subject area taught. Except for the first analysis, each analysis is by each of the four separate administrative decision making areas of budget, curriculum, teacher assignment, and student personnel services.

The responses to the decision making statements on the questionnaire were given numerical values, 6, 5, 4, 3, 2, and 1 for "a very great extent," "a great extent," "some extent," "a little extent," "a very little extent," and "no extent at all," respectively. The total score for each teacher on each of the four areas of the decision making section of the questionnaire was used in the analysis of each of the teacher groupings. The maximum total

possible score for a teacher on each decision making area was 30 and the minimum total possible for a teacher on each decision making area was 5. The mean, standard deviation, and standard error were calculated for each of the teacher groupings by each decision making area.

Analyses of variance were used to analyze the data for all hypotheses except hypothesis 2. A Tukey's test was used to find where there was significance of difference between the groupings when the analysis of variance revealed a significant difference among the groupings. Four t-tests were used to test hypothesis 2, self-perceived influence by sex.

All calculations were done by computer. All statistical differences were considered significant at the .05 level. Separate tables are presented for the teacher groupings by decision making areas. A narrative presentation accompanies each of the 22 tables.

Self-Perceived Influence by Decision Making Areas for the Total Group of High School Teachers

The self perceived influence of high school teachers on school-level administrative decision making was measured by the questionnaire devised for this study. As has been noted, in the questionnaire administrative decision making was divided into four areas--budget, curriculum, teacher assignment, and student personnel services.

There were 283 teachers who were present at the faculty meetings in the four randomly selected comprehensive high

schools in the selected urban school district, and all 283 teachers completed the instrument. Thus there were 283 teacher responses to each of the four decision making areas.

As is shown in Table 1, the means by decision making areas were budget--12.929, curriculum--13.777, teacher assignment--7.477, and student personnel services--8.424. The sum of squares between groups was 8489.586 and within groups it was 32261.279. The mean square between groups was 2829.862 and within groups it was 28.600. The F-ratio for self-perceived influence by areas was 98.945. The region of rejection of hypothesis 1 at 3 and 1128 degrees of freedom for .05 level of significance would be for values of F to be 2.600 or greater. The F-ratio was 98.945, so hypothesis 1 was rejected. Thus, there was significant difference in the self-perceived influence of teachers among the selected school-level administrative decision making areas of budget, curriculum, teacher assignment, and student personnel services.

Given the significant F-ratio, a Tukey's test was used to determine where there was significant difference between the decision making areas of budget, curriculum, teacher assignment, and student personnel services. The Tukey's test revealed that the decision making areas were divided into two subsets which grouped budget with curriculum and teacher assignment with student personnel services. The subset of budget and curriculum means was

found to be significantly higher at the .05 level than the subset of teacher assignment and student personnel services means. There was no significant difference between the means of the decision making areas of budget and curriculum or between the means of the decision making areas of teacher assignment and student personnel services.

Table 1

Self-Perceived Influence of the Teachers by Decision Making Areas

Decision Area	N	Mean Score	Standard Deviation	Standard Error
Budget	283	12.929	6.285	0.373
Curriculum	283	13.777	6.250	0.371
Teacher Assignment	283	7.477	4.425	0.263
Student Personnel Services	283	8.424	4.029	0.239
Total	1132	10.651	6.002	0.178

Note. The computed F-ratio was 98.945 which was significant at the .05 level (an F of 2.600 was required for significance at the .05 level).

Comparisons by Sex of the Self-Perceived Influence of the Teachers

Since the administrative decision making was divided into budget, curriculum, teacher assignment, and student personnel services, separate analyses were used on the data for each of the decision making areas. A t-test was used for differences in each of the decision making areas with the teachers grouped by sex.

Of the 283 high school teachers, who completed the questionnaire, 110 said they were male and 173 said they were female.

As can been seen from a study of Table 2, for the decision making area of budget--the males had a mean score of 13.972 and the females had a mean score of 12.265. The standard deviations for the males was 6.549 and for the females was 6.039. The computed t, which was used to determine if there was significant difference between the males and the females, was 2.240. The region of rejection of hypothesis 2 at 281 degrees of freedom for .05 level of significance would be for values of t to be 1.960 or greater. The t-value was 2.240, so hypothesis 2 (a) in terms of budget was rejected. Thus, when teachers were grouped by male and female, there was a significant difference in their self-perceived influence on school-level administrative decision making in the area of budget with male teachers perceiving they had more influence.

Table 2

Male and Female Teachers' Self-Perceived Influence on Budget

Sex	N	Mean Score	Standard Deviation	Standard Error
Male	110	13.972	6.549	0.624
Female	173	12.265	6.039	0.459

Note. The computed t-value was 2.240 which was significant at the .05 level (a t of 1.960 was required for significance at the .05 level).

For the decision making area of curriculum, as is shown in Table 3, the males had a mean score of 14.645 and the females had a mean score of 13.225. The standard deviation for the males was 6.741 and for the females it was 5.871. The t was computed to be 1.870. The region of rejection of hypothesis 2 at 281 degrees of freedom for .05 level of significance would be for values of t to be 1.960 or greater. The t-value was 1.870, so hypothesis 2 (b) for the area of curriculum was accepted. Thus, when teachers were grouped by male and female, there was no significant difference in their self-perceived influence on school-level administrative decision making in the area of curriculum.

Table 3

Male and Female Teachers' Self-Perceived Influence on Curriculum

Sex	N	Mean Score	Standard Deviation	Standard Error
Male	110	14.645	6.741	0.643
Female	173	13.225	5.871	0.446

Note. The computed t-value was 1.870 which was not significant at the .05 level (a t of 1.960 was required for significance at the .05 level).

As can be seen in Table 4, for the decision making area of teacher assignment, the males had a mean score of 7.972 and the females had a mean score of 7.161. The standard deviation for the males was 4.560 and for the females it was 4.321. The computed t was 1.510. The

region of rejection for hypothesis 2 at 281 degrees of freedom for .05 level of significance would be for values of t to be 1.960 or greater. The t-value was 1.510, so hypothesis 2 (c) in terms of teacher assignment was accepted. There was no significant difference in teachers' self-perceived influence on school-level administrative decision making in the area of teacher assignment when teachers were grouped by male and female.

Table 4

Male and Female Teachers' Self-Perceived Influence on Teacher Assignment

Sex	N	Mean Score	Standard Deviation	Standard Error
Male	110	7.972	4.560	0.435
Female	173	7.161	4.321	0.329

Note. The computed t-value was 1.510 which was not significant at the .05 level (a t of 1.960 was required for significance at the .05 level).

From an examination of Table 5 it can be seen that for the decision making area of student personnel services, the males had a mean score of 9.272 and the females had a mean score of 7.884. The standard deviation for males was 4.629 and for the females it was 3.506. The value for t was computed to be 2.860. The region of rejection of hypothesis 2 at 281 degrees of freedom for .05 level of significance would be for values of t to be 1.960 or greater. The t-value was 2.860, so hypothesis 2 (d) in terms of student personnel services was rejected. Thus,

when teachers were grouped by male and female, there was a significant difference in their self-perceived influence on school-level administrative decision making in the area of student personnel services with males perceiving they had more influence.

Table 5

Male and Female Teachers' Self-Perceived Influence on Student Personnel Services

Sex	N	Mean Score	Standard Deviation	Standard Error
Male	110	9.272	4.629	0.441
Female	173	7.884	3.506	0.267

Note. The computed t-value was 2.860 which was significant at the .05 level (a t of 1.960 was required for significance at the .05 level).

Comparisons by Schools of the Self-Perceived Influence of the Teachers

A one way analysis of variance was used to test for differences in each of the decision making areas of budget, curriculum, teacher assignment, and student personnel services when the teachers were grouped by schools in which they were employed.

The four randomly selected high schools used in the study were numbered 1, 2, 3, and 4 and, respectively they had 47, 80, 72, and 84 teachers responding to the questionnaire.

As can be seen in Table 6, for the decision making area of budget, the teachers at the four schools had means

of 11.829, 12.925, 13.055, and 13.440. The sum of squares between groups was 79.918 and within groups it was 11062.668. The mean square between groups was 26.639 and within groups it was 39.651. The F-ratio for budget by schools was 0.672. The region of rejection of hypothesis 3 at 3 and 279 degrees of freedom for .05 level of significance would be for values of F to be 2.600 or greater. The F-ratio was 0.672, so hypothesis 3 (a) in the area of budget was accepted. Therefore, when teachers were grouped by the schools in which they were employed, there was no significant difference in their self-perceived influence on school-level administrative decision making in the area of budget.

Table 6

Comparisons by Schools of the Teachers' Self-Perceived Influence on Budget

School	N	Mean Score	Standard Deviation	Standard Error
1	47	11.829	6.308	0.920
2	80	12.925	6.271	0.701
3	72	13.055	6.554	0.772
4	84	13.440	6.086	0.664
Total	283	12.929	6.285	0.373

Note. The computed F-ratio was 0.672 which was not significant at the .05 level (an F of 2.600 was required for significance at the .05 level).

As can be determined from a study of Table 7, for the decision making area of curriculum, the teachers at

the four schools had means of 12.531, 15.175, 13.750, and 13.166. The sum of squares between groups was 260.556 and within groups it was 10756.418. The mean square between groups was 86.852 and within groups it was 38.553. The F-ratio for curriculum by schools was 2.253. The region of rejection of hypothesis 3 at 3 and 279 degrees of freedom for .05 level of significance would be for values of F to be 2.600 or greater. The F-ratio was 2.253, so hypothesis 3 (b) in the area of curriculum was accepted. Thus, when teachers were grouped by the schools in which they were employed, there was no significant difference in their self-perceived influence on school-level decision making in the area of curriculum.

Table 7

Comparisons by Schools of the Teachers' Self-Perceived Influence on Curriculum

School	N	Mean Score	Standard Deviation	Standard Error
1	47	12.531	6.254	0.912
2	80	15.175	6.283	0.702
3	72	13.750	6.250	0.736
4	84	13.166	6.075	0.662
Total	283	13.777	6.250	0.371

Note. The computed F-ratio was 2.253 which was not significant at the .05 level (an F of 2.600 was required for significance at the .05 level).

As can be seen in Table 8, the respective means are 7.042, 7.387, 7.666, and 7.642 for the teachers at the four

schools in the decision making area of teacher assignment. The sum of squares between groups was 14.412 and within groups it was 5508.188. The mean square between groups was 4.804 and within groups it was 19.742. The F-ratio for teacher assignment by schools was 0.243. The region of rejection of hypothesis 3 at 3 and 279 degrees of freedom for .05 level of significance would be for values of F to be 2.600 or greater. The F-ratio was 0.243, so hypothesis 3 (c) in the area of teacher assignment was accepted. Therefore, when teachers were grouped by the schools in which they were employed, there was no significant difference in their self-perceived influence on school-level administrative decision making in the area of teacher assignment.

Table 8

Comparisons by Schools of the Teachers' Self-Perceived Influence on Teacher Assignment

School	N	Mean Score	Standard Deviation	Standard Error
1	47	7.042	3.956	0.577
2	80	7.387	4.356	0.487
3	72	6.666	5.304	0.625
4	84	7.642	3.944	0.430
Total	283	7.477	4.425	0.263

Note. The computed F-ratio was 0.243 which was not significant at the .05 level (an F of 2.600 was required for significance at the .05 level).

For the decision making area of student personnel services, the teachers in the four schools had respective means of 7.659, 9.425, 8.125, and 8.154 (see Table 9). The sum of squares between groups was 120.150 and within groups it was 4458.966. The mean square between groups was 40.050 and within groups it was 15.982. The F-ratio for student personnel services by school was 2.506. The region of rejection of hypothesis 3 at 3 and 279 degrees of freedom for .05 level of significance would be for values of F to be 2.600 or greater. The F-ratio was 2.506, so hypothesis 3 (d) in the area of student personnel services was accepted. Thus, there was no significant difference in the teachers' self-perceived influence on school-level administrative decision making in the area of student personnel services, when the teachers were grouped by the schools in which they were employed.

Table 9

Comparisons by Schools of the Teachers' Self-Perceived Influence on Student Personnel Services

School	N	Mean Score	Standard Deviation	Standard Error
1	47	7.659	3.684	0.537
2	80	9.425	3.983	0.445
3	72	8.125	4.288	0.505
4	84	8.154	3.919	0.427
Total	283	8.424	4.029	0.239

Note. The computed F-ratio was 2.506 which was not significant at the .05 level (an F of 2.600 was required for significance at the .05 level).

Comparisons by Age of the Self-Perceived Influence of the Teachers

Separate one way analyses of variance were used to test for differences in each of the decision making areas of budget, curriculum, teacher assignment, and student personnel services when the teachers were grouped by age.

On the questionnaire there were five age groups: under 25, 25-35, 36-45, 46-55, and over 55 years old. Of the 283 high school teachers who completed the questionnaire, 5 were under 25, 121 were in the 25-35 category, 62 were 36-45, 65 were 46-55, and 30 were over 55 years of age.

As can be seen by studying Table 10, for the decision making area of budget, the age groups of teachers had the following means: under 25--9.000, 25-35--12.173, 36-45--14.080, 46-55--13.723, and over 55--12.533. The sum of squares between groups was 274.152 and within groups it was 10868.434. The mean square between groups was 68.538 and within groups it was 39.095. The F-ratio for the budget by age groups was 1.753. The region of rejection of hypothesis 4 at 4 and 278 degrees of freedom for .05 level of significance would be for values of F to be 2.370 or greater. The F-ratio was 1.753, so hypothesis 4 (a) in the area of budget was accepted. Thus, when teachers were grouped by age, there was no significant difference in their self-perceived influence on school-level administrative decision making in the area of budget.

Table 10

Comparisons by Age of the Teachers' Self-Perceived Influence on Budget

Age Groups	N	Mean Score	Standard Deviation	Standard Error
Under 25	5	9.000	4.899	2.190
25-35	121	12.173	5.891	0.535
36-45	62	14.080	6.387	0.811
46-55	65	13.723	6.737	0.835
Over 55	30	12.533	6.468	1.181
Total	283	12.929	6.285	0.373

Note. The computed F-ratio was 1.753 which was not significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

For the decision making area of curriculum, the age groups of teachers had the following means: under 25--8.200, 25-35--13.008, 36-45--14.274, 46-55--15.138, and over 55--13.833 (see Table 11). The sum of squares between groups was 362.924 and within groups it was 10654.051. The mean square between groups was 90.731 and within groups it was 38.323. The F-ratio for curriculum by age groups was 2.367. The region of rejection of hypothesis 4 at 4 and 278 degrees of freedom for .05 level of significance would be for values of F to be 2.370 or greater. The F ratio was 2.367, so hypothesis 4 (b) in the area of curriculum was accepted. Therefore, there was no significant difference in the teachers' self-perceived influence on school-level decision making in the area of curriculum when the teachers were grouped by age.

Table 11

Comparisons by Age of the Teachers' Self-Perceived Influence on Curriculum

Age Groups	N	Mean Score	Standard Deviation	Standard Error
Under 25	5	8.200	3.420	1.529
25-35	121	13.008	5.815	0.528
36-45	62	14.274	6.116	0.776
46-55	65	15.138	6.848	0.849
Over 55	30	13.833	6.602	1.205
Total	283	13.777	6.250	0.371

Note. The computed F-ratio was 2.367 which was not significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

As is presented in Table 12, the age groups of teachers had the following means: under 25--5.600, 25-35--6.677, 36-45--8.000, 46-55--8.261, and over 55--8.233 in the decision making area of teacher assignment. The sum of squares between groups was 169.050 and within groups it was 5353.550. The mean square between groups was 42.262 and within groups it was 19.257. The F-ratio for teacher assignment by age groups was 2.195. The region of rejection of hypothesis 4 at 4 and 278 degrees of freedom for .05 level of significance would be for values of F to be 2.370 or greater. The F-ratio was 2.195, so hypothesis 4 (c) in the area of teacher assignment was accepted. Thus, when teachers were grouped by age, there was no

significant difference in their self-perceived influence on school-level administrative decision making in the area of teacher assignment.

Table 12

Comparisons by Age of the Teachers' Self-Perceived Influence on Teacher Assignment

Age Groups	N	Mean Score	Standard Deviation	Standard Error
Under 25	5	5.600	1.341	0.600
25-35	121	6.677	3.519	0.320
36-45	62	8.000	4.137	0.525
46-55	65	8.261	5.175	0.642
Over 55	30	8.233	6.162	1.125
Total	283	7.477	4.425	0.263

Note. The computed F-ratio was 2.195 which was not significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

For the decision making area of student personnel services, as can be seen in Table 13, the age groups had the following means: under 25--8.600, 25-35--8.710, 36-45--8.935, 46-55--8.015, and over 55--7.066. The sum of squares between groups was 92.447 and within groups it was 4486.669. The mean square between groups was 23.111 and within groups it was 16.139. The F-ratio for student personnel services by age groups was 1.432. The region of rejection of hypothesis 4 at 4 and 278 degrees of freedom for .05 level of significance would be for values

of F to be 2.370 or greater. The F-ratio was 1.432, so hypothesis 4 (d) in the area of student personnel services was accepted. Thus, there was no significant difference in their self-percieved influence on school-level decision making in terms of student personnel services when teachers were grouped by age.

Table 13

Comparisons by Age of the Teachers' Self-Perceived Influence on Student Personnel Services

Age Groups	N	Mean Score	Standard Deviation	Standard Error
Under 25	5	8.600	4.980	2.227
25-35	121	8.710	3.927	0.357
36-45	62	8.935	4.356	0.553
46-55	65	8.015	4.226	0.524
Over 55	30	7.066	2.851	0.520
Total	283	8.424	4.029	0.239

Note. The computed F-ratio was 1.432 which was not significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

Comparisons by Experience of the Self-Perceived Influence of the Teachers

To test for differences in each of the decision making areas of budget, curriculum, teacher assignment, and student personnel services with the teachers grouped by teaching experience, a one way analysis of variance was used.

On the questionnaire there were five teaching experience categories. These were: first year, 1-5 years,

6-15 years, 16-25 years, and over 25 years. Of the 283 high school teachers who completed the questionnaire, 5 were first year teachers, 37 had 1-5 years of experience, 161 had 6-15 years of experience, 56 had 16-25 years of experience, and 24 had over 25 years of experience.

As is shown in Table 14 in the area of budget, the teachers grouped by years of experience had the following means: first year--10.800, 1-5 years--10.891, 6-15 years--12.646, 16-25 years--14.821, and over 25 years--14.000. The sum of squares between groups was 417.184 and within groups it was 10725.401. The mean squares between groups was 104.296 and within groups it was 38.580. The F-ratio for budget by teaching experience groups was 2.703. The region of rejection of hypothesis 5 at 4 and 278 degrees of freedom for .05 level of significance would be for values of F to be 2.370 or greater. The F-ratio was 2.703, so hypothesis 5 (a) in the area of budget was rejected. When teachers were grouped by teaching experience, therefore, there was a significant difference in their self-perceived influence on school-level administrative decision making in the area of budget.

A Tukey's test was used to determine where there was significant difference between the groupings of teachers by experience. The Tukey's test revealed that the group of teachers with 16-25 years of experience had significantly higher scores than the group of teachers with 1-5

years of experience. There were no other experience groups that were significantly different from another experience grouping.

Table 14

Comparisons by Experience of the Teachers Self-Perceived Influence on Budget

Experience Groups	N	Mean Score	Standard Deviation	Standard Error
First year	5	10.800	7.791	3.484
1-5 years	37	10.891	4.430	0.892
6-15 years	161	12.646	6.002	0.473
16-25 years	56	14.821	5.589	0.880
Over 25 years	24	14.000	7.425	1.515
Total	283	12.929	6.285	0.373

Note. The computed F-ratio was 3.593 which was signifcant at the .05 level (an F of 2.370 was required for significance at the .05 level).

In the decision making area of curriculum, the teaching experience groups had the following means: first year--11.600, 1-5 years--11.324, 6-15 years--13.559, 16-25 years--15.946, and over 25 years--14.416 (see Table 15). The sum of squares between groups was 527.305 and within groups it was 10489.670. The mean square between groups was 131.826 and within groups it was 37.732. The F-ratio for curriculum by experience groups was 3.494. The region of rejection for hypothesis 5 at 4 and 278 degrees of freedom for .05 level of significance would be for values of F to be 2.370 or greater. The F-ratio

was 2.703, so hypothesis 5 (b) in the area of curriculum was rejected. Thus, when teachers were grouped by teaching experience, there was a significant difference in their self-perceived influence on school-level administrative decision making in the area of curriculum.

A Tukey's test was used to determine where there was a significant difference between the groupings of teachers by experience. The Tukey's test revealed that the group of teachers with 16-25 years of experience had significantly higher scores than the group of teachers with 1-5 years of experience. There were no other teaching experience groups that were significantly different from another experience grouping.

Table 15

Comparisons by Experience of the Teachers' Self-Perceived Influence on Curriculum

Experience Groups	N	Mean Score	Standard Deviation	Standard Error
First year	5	11.600	8.173	3.655
1-5 years	37	11.324	5.291	0.870
6-15 years	161	13.559	5.796	0.456
16-25 years	56	15.946	6.617	0.884
Over 25 years	24	14.416	7.884	1.609
Total	283	13.777	6.250	0.371

Note. The computed F-ratio was 3.494 which was significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

From Table 16 it can be seen that the means for the decision making area of teacher assignment by the teacher experience groups were as follows: first year--6.600, 1-5 years--6.486, 6-15 years--6.795, 16-25 years--9.339, and over 25 years--9.416. The sum of squares between groups was 3995.345 and within groups it was 5123.066. The mean square between groups was 99.883 and within groups it was 18.428. The F-ratio for teacher assignment by experience was 5.420. The region of rejection of hypothesis 5 at 4 and 278 degrees of freedom for .05 level of significance would be for values of F to be 2.370 or greater. The F-ratio was 5.420, so hypothesis 5 (c) in the area of teacher assignment was rejected. Thus, there was a significant difference in the teachers' self-perceived influence on school-level administrative decision making in the area of teacher assignment when the teachers were grouped by teaching experience.

The Tukey's test revealed the following differences: the group of teachers with 16-25 years of experience had significantly higher scores than the group of teachers with 1-5 years of experience, the group of teachers with 16-25 years of experience also had significantly higher scores than the group of teachers with 6-15 years of experience, and the group of teachers with over 25 years of experience had significantly higher scores than the group of teaches with 6-15 years of experience. Other than these three pairing differences, there were no

other experience groups that were significantly different from another experience grouping.

Table 16

Comparisons by Experience of the Teachers' Self-Perceived Influence on Teacher Assignment

Experience Groups	N	Mean Score	Standard Deviation	Standard Error
First year	5	6.600	3.577	1.600
1-5 years	37	6.486	3.563	0.585
6-15 years	161	6.795	3.313	0.261
16-25 years	56	9.339	5.534	0.739
Over 25 years	24	9.416	7.144	1.458
Total	283	7.477	4.425	0.263

Note. The computed F-ratio was 5.420 which was significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

As is shown in Table 17 for the decision making area of student personnel services, the teachers grouped by experience had the following means: first year--10.000, 1-5 years--8.297, 6-15 years--8.472, 16-25 years--8.571, and over 25 years--7.625. The sum of squares between groups was 29.923 and within groups it was 4549.193. The mean square between groups was 7.480 and within groups it was 16.364. The F-ratio for student personnel services by experience groups was 0.457. The region of rejection of hypothesis 5 at 4 and 278 degrees of freedom for .05 level of significance would be for values of F to be 2.370

or greater. The F-ratio was 0.457, so hypothesis 5 (d) in terms of student personnel services was accepted. Therefore, there was no significant difference in their self-perceived influence on school-level administrative decision making in terms of student personnel services when teachers were grouped by experience.

Table 17

Comparisons by Experience of the Teachers' Self-Perceived Influence on Student Personnel Services

Experience Groups	N	Mean Score	Standard Deviation	Standard Error
First year	5	10.000	5.567	2.490
1-5 years	37	8.297	3.792	0.623
6-15 years	161	8.472	3.890	0.306
16-25 years	56	8.571	4.627	0.618
Over 25 years	24	7.625	3.657	0.746
Total	283	8.424	4.045	0.239

Note. The computed F-ratio was 0.457 which was not significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

Comparisons by Subject Area Taught of Teachers' Self-Perceived Influence

Separate one way analyses of variance were used to test for differences in each of the decision making areas of budget, curriculum, teacher assignment, and student personnel services when the teachers were grouped by subject area taught.

On the questionnaire there were five subject area categories: liberal arts, science, vocational, physical

education, and "other." Of the 283 high school teachers who completed the questionnaire, 113 were liberal arts teachers, 76 were science teachers, 66 were vocational teachers, 16 were physical education teachers, and 12 taught in "other" areas.

As can be seen in Table 18, for the decision making area of budget, the subject area teachers had the following means: liberal arts--11.619, science--12.776, vocational--14.681, physical education--15.312, and "other"--13.416. The sum of squares between groups was 492.079 and within groups it was 10650.506. The mean square between groups was 123.019 and within groups it was 38.311. The F-ratio for budget by subject area taught was 3.211. The region of rejection of hypothesis 6 at 4 and 278 degrees of freedom for .05 level of significance would be for values of F to be 2.370 or greater. The F-ratio was 3.211, so hypothesis 6 (a) in the area of budget was rejected. Thus, when teachers were grouped by subject area taught, there was a significant difference in their self-perceived influence on school-level administrative decision making in the area of budget.

The Tukey's test revealed that the group of physical education teachers had significantly higher scores than the group of liberal arts teachers. There were no other groups that were significantly different from another grouping.

Table 18

Comparisons by Subject Area Taught of the Teachers' Self-Perceived Influence on Budget

Subject Area	N	Mean Score	Standard Deviation	Standard Error
Liberal arts	113	11.619	6.033	0.567
Science	76	12.776	5.305	0.608
Vocational	66	14.681	6.859	0.844
Physical education	16	15.312	8.412	2.103
Other	12	13.416	5.583	1.611
Total	283	12.929	6.285	0.373

Note. The computed F-ratio was 3.211 which was significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

As can be determined from Table 19, for the decision making area of curriculum, the teachers, when grouped by subject area taught, had the following means: liberal arts--13.415, science--13.434, vocational--15.257, physical education--12.500, and "other"--12.916. The sum of squares between groups was 203.315 and within groups it was 10813.660. The mean square between groups was 50.828 and within groups it was 38.898. The F-ratio for curriculum by subject area taught was 1.307. The region of rejection of hypothesis 6 at 4 and 278 degrees of freedom for .05 level of significance would be values of F to be 2.370 or greater. The F-ratio was 1.307, so hypothesis 6 (b) in the area of curriculum was accepted. Therefore,

there was no significant difference in teachers' self-perceived influence on school-level administrative decision making in the area of curriculum when the teachers were grouped by subject area taught.

Table 19

Comparisons by Subject Area Taught of the Teachers' Self-Perceived Influence on Curriculum

Subject Area	N	Mean Score	Standard Deviation	Standard Error
Liberal arts	113	13.415	6.168	0.580
Science	76	13.434	5.581	0.640
Vocational	66	15.257	6.694	0.824
Physical education	16	12.500	7.411	1.852
Other	12	12.916	6.598	1.904
Total	283	13.777	6.250	0.371

Note. The computed F-ratio was 1.307 which was not significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

From Table 20, it can be seen that for the decision making area of teacher assignment, the subject area teachers had the following means: liberal arts 7.292, science--6.973, vocational--7.500, physical education--9.125, and "other"--10.083. The sum of squares between groups was 148.123 and within groups it was 5374.476. The mean square between groups was 37.031 and within groups it was 19.332. The F-ratio for teacher assignment by subject area taught was 1.915. The region of rejection of

hypothesis 6 at 4 and 278 degrees of freedom for .05 level of significance would be for values of F to be 2.370 or greater. The F-ratio was 1.915, so hypothesis 6 (c) in the area of teacher assignment is accepted. Thus, when teachers were grouped by subject areas taught, there was no significant difference in their self-perceived influence on school-level administrative decision making in the area of teacher assignment.

Table 20

Comparisons by Subject Area Taught of the Teachers' Self-Perceived Influence on Teacher Assignment

Subject Area	N	Mean Score	Standard Deviation	Standard Error
Liberal arts	113	7.292	3.994	0.375
Science	76	6.973	4.286	0.491
Vocational	66	7.500	4.971	0.611
Physical education	16	9.125	4.455	1.113
Other	12	10.083	5.264	1.519
Total	283	7.477	4.425	0.263

Note. The computed F-ratio was 1.915 which was not significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

As shown in Table 21, for the decision making area of student personnel services, the subject area teachers had the following means: liberal arts--8.920, science--7.789, vocational--8.060, physcial education--9.687, and "other"--8.083. The sum of squares between groups was

94.090 and within groups it was 4485.026. The mean square between groups was 23.522 and within groups it was 16.133. The F-ratio for student personnel services by subject area taught was 1.458. The region of rejection of hypothesis 6 at 4 and 278 degrees of freedom for .05 level of significance would be for values of F to be 2.370 or greater. The F-ratio was 1.458, so hypothesis 6 (d) in the area of student personnel services was accepted. There was no significant difference, therefore, in teachers' self-perceived influence on school-level administrative decision making in terms of student personnel services when teachers were grouped by subject area taught.

Table 21

Comparisons by Subject Area Taught of the Teachers' Self-Perceived Influence on Student Personnel Services

Subject Area	N	Mean Score	Standard Deviation	Standard Error
Liberal arts	113	8.920	4.369	0.411
Science	76	7.789	3.283	0.376
Vocational	66	8.060	4.003	0.492
Physical education	16	9.687	4.881	1.220
Other	12	8.083	3.553	1.025
Total	283	8.424	4.029	0.239

Note. The computed F-ratio was 1.458 which was not significant at the .05 level (an F of 2.370 was required for significance at the .05 level).

Synthesis of the Findings Relative to Each Hypothesis

Provided in Table 22 is a synthesis of the findings in regard to each part of the six null hypotheses which gave direction to the investigation. The .05 level of significance was used as the basis for rejecting the null hypotheses.

From a review of Table 22 it can be seen that the first null hypothesis, which said in effect that there would be no significant difference among teachers collectively in regard to their self-perceived influence when considering all of the decision making areas, was rejected. From an application of the Tukey's test, it was found that there were significant differences at the .05 level among the teachers in regard to their perceived influence in the areas of budget and curriculum compared to teacher assignment and student personnel services. The teachers perceived they had significantly more influence on decisions in the budget and curriculum areas.

In regard to the second hypothesis, it can be seen from an examination of the table that part (b) relative to curriculum and part (c) relative to teacher assignment were accepted, and part (a) relative to budget and part (d) relative to student personnel services were rejected. This meant that for the first two decision making areas, there was no significant perceived difference between males and females and for the second two decision making areas, the males perceived they had more influence than did the females.

Table 22

Findings Relative to Null Hypotheses About Differences Among Teacher Groups Relative to Self-Perceived Influence in Four Decision Making Areas

Hypotheses	Decision Making Areas				
	(a) Budget	(b) Curriculum	(c) Teacher Assignment	(d) Student Personnel Services	Among All Decision Making Areas
1. Among all teachers	NA	NA	NA	NA	R
2. Between male and female teachers	R	A	A	R	NA
3. Among schools where teachers were employed	A	A	A	A	NA
4. Among teachers in different age categories	A	A	A	A	NA
5. Among teachers in different experience categories	R	R	R	A	NA
6. Among teachers categorized by teaching area	R	A	A	A	NA

Note. A = Accept the null hypothesis
R = Reject the null hypothesis
NA = Not asked

With respect to the third hypothesis, it can be seen from the table that the hypothesis was accepted. There was no significant differences at the .05 level among teachers when they were grouped by the schools in which they were employed in regard to their perceived influence on any of the decision making areas considered.

Similarly, it can be seen from the table that the fourth hypothesis was accepted. This means that when teachers were grouped by age categories, there was no significant differences among them with respect to their perceived influence on all four decision making areas.

From examination of the table it can be seen that the fifth hypothesis part (d) relative to student personnel services was accepted and part (a) relative to budget, part (b) relative to curriculum, and part (c) relative to teacher assignment were rejected. This meant that for the decision making area of student personnel services, there was no significant difference at the .05 level among teachers perceived influence when they were grouped by experience categories, but there was significant difference among the teachers when they were grouped by experience relative to perceived influence in the decision making areas of budget, curriculum, and teacher assignment. From an application of the Tukey's test, it was found that teachers with 16-25 years experience perceived they had more influence in the decision making areas of budget, curriculum, and teacher assignment than the teachers with

1-5 years of experience. Also, the teachers with 16-25 years experience and teachers with over 25 years of experience perceived they had more influence in the decision making area of teacher assignment than did the teachers with 6-15 years of experience.

With respect to the sixth hypothesis, it can be seen from Table 22 that part (b) relative to curriculum, part (c) relative to teacher assignment, and part (d) relative to student personnel services were accepted, but part (a) relative to budget was rejected. This indicated that there were no significant differences at the .05 level among the teachers when they were grouped by the subject area taught in regard to their perceived influence on the decision making areas of curriculum, teacher assignment, and student personnel services. However, for the decision making area of budget there was significant difference among teachers when grouped by the subject area taught. From an application of the Tukey's test, it was found that physical education teachers perceived they had more influence than liberal arts teachers on decisions in the budget area.

CHAPTER IV
INTERPRETATION OF THE DATA

The logical question as a result of the analysis of data in Chapter III would be "What is the meaning of the findings relative to the teachers' self-perceptions of their influence in the four decision making areas?" First, meaning may be attached to the findings in regard to the extent of internal consistency or patterns which emerged from among the several independent findings. Second, interpretations may be offered in relation to the previous literature and research in the field. Third, interpretations are appropriate in terms of implications for administrative practice in the school district where the study was conducted. Accordingly, in the sections which follow, attention is given to an interpretation and discussion of the data in regard to (1) the internal patterns emerging from the independent findings, (2) the relationship to the previous literature and research in the field, and (3) the implications for administrative practice.

Internal Consistencies Among the Findings

The most notable pattern of consistency, that can be observed from an examination of all of the findings, was that the mean scores were low for all decision areas

regardless of the teacher groupings. The possible mean score range was 5-30 within each decision area. The actual mean scores for all teachers ranged from 7.477 in the area of teacher assignment to 13.777 in the curriculum area. In relation to males and females the range for males was 7.972-14.645, and the range for females was 7.161-13.225. Relative to the schools in which the teachers were employed, the ranges were as follows: school 1--7.042-12.531, school 2--7.387-15.175, school 3--7.666-13.750, and school 4--7.642-13.440. The range for the teachers' age groups of under 25, 25-35, 36-45, 46-55, and over 55 years old respectively were as follows: 5.600-9.000, 6.677-13.008, 8.000-14.274, 8.015-15.138, and 7.066-13.833. When teachers were grouped by the experience groups of first year, 1-5 years, 6-15 years, 16-25 years, and over 25 years, the respective ranges were as follows: 6.600-11.600, 6.484-11.324, 6.795-13.559, 8.571-15.946, and 7.625-14.416. For teachers grouped by subject area taught (liberal arts, science, vocational, physical education, and "other") the ranges were as follows: 7.292-13.415, 6.973-13.434, 7.500-15.257, 9.125-15.312, and 8.083-13.416. The foregoing indicates that at best the teachers perceived only "a little extent" of influence over school-level administrative decision making.

Relative to the analysis of the self-perceived influence of the teachers by decision making areas, the teachers perceived they had significantly more influence

in the decision areas of budget and curriculum than they did in the areas of teacher assignment and student personnel services. As can be seen from the Appendix, the statements relative to budget and curriculum on the questionnaire were more closely related to an individual teacher's classroom than were the statements in the decision making areas of teacher assignment and student personnel services. It is consistent with logic that teachers would perceive more influence over what they teach and use to teach than they would over the selection and assignment of other teachers and the direction of student personnel services.

Consistently, male teachers' mean scores were higher than female teachers' mean scores for perceived influence in all decision making areas; however, the difference was significant at the .05 level for the decision making areas of budget and student personnel services. Males scoring higher in regard to influence on decision making would be consistent with the concept of the stereotyped male role in society. However, this does not explain the fact that there was only a significant difference between males and females in the areas of budget and student personnel services.

In regard to perceived influence on decision making when the teachers were grouped by schools, there were no differences in the schools although the schools varied in terms of student achievement, student socioeconomic

background, and the leadership style of the principal. From the researchers personal knowledge of the selected school district there was an awareness that these schools differed in regard to these variables yet there was no significant difference in the self-perceived influence of the teachers in the four decision making areas. So there was a pattern of consistency in the data regardless of schools in which the teachers were employed or the decision making area considered. Said another way, the immediate work environment, which differed considerably, appeared to have no influence on the teachers' perception.

There were no significant differences at the .05 level among teachers when they were grouped by age, but the teachers in the 36-45 age group had the highest mean scores for the decision making areas of budget and student personnel services and teachers in the 46-55 age group had the highest mean scores for the decision making areas of curriculum and teacher assignment. This would appear to be true because the older teachers had in general been in the system or school long enough to have determined procedures and policies. The reader should note that this finding in regard to grouping by age was not completely consistent with the findings relative to the groupings by experience. The reason for this may simply be that among the selected teachers there were a number of people who had either delayed their entry into the teaching profession having followed another career (e.g., the military

service) or who had interrupted their teaching career (e.g., females dropping out to raise a family).

Being familiar with a school or school system may be the reason that the teachers with more years of teaching experience had significantly higher scores than teachers with less years of experience. This was true in the decision making areas of budget, curriculum, and teacher assignment. Even though not significant at the .05 level, a major exception to the prevailing patterns occurred in the decision making area of student personnel services; the first year teachers had the highest mean. This may be explained by the fact that many of the teachers with less experience seemed to take more of a part in school activities. Consistently, the teachers with 16-25 years of experience scored significantly higher than the teachers with 1-5 years of experience with respect to perceived influence in the decision making areas of budget, curriculum, and teacher assignment. It also may follow that teachers with more years of experience have greater interests in the decision making areas of budget, curriculum, and teacher assignment. However, it is of interest to note that teachers with over 25 years of experience scored significantly higher than the teachers with 6-15 years of experience for only the area of teacher assignment. Another argument that would provide logical support for the finding that more experienced teachers perceived more influence would be that the principals may have tended

to solicit more participation from the more experienced teachers.

In regard to the comparisons of teachers' self-perceived influence by the subject area they taught, there was only one statistically significant difference identified. Physical education teachers were found to perceive significantly more influence than liberal arts teachers on the decision making area of budget. Physical education teachers may have perceived more influence over budget decisions because they had more control over funds that were raised for and from athletic competitions. (Most physical education teachers took part in after school athletics which raise their own funds.) These funds could have been considered by the physical education teachers as part of the school budget in that these funds must go through school accounting procedures.

Relation of the Findings to Previous Literature and Research

It can be observed from the findings in Chapter III that in general, the teachers perceived "a little extent" of influence in decision making regardless of area. This finding was consistent with the findings of Agin (1979), Baratz (1978), Firestone (1977), Kneale (1979), Marra (1978), Pellicano (1980), Rescigno (1977), and Roche (1978). In a variety of school settings these researchers found that teachers perceived themselves to have little influence or participation in school-level decision making, further

they expressed more desire to participate in such activities.

The finding that the teachers perceived more influence in the decision making areas of budget and curriculum than in teacher assignment and student personnel services is particially supported by previous research. Bowden (1974); Mohrman, Cooke, and Mohrman (1978); and Rescigno (1977) found teachers perceived they make curriculum decisions and were satisified with their participation in curriculum decisions. This supports the finding that the teachers perceived more influence relative to curriculum decisions, but the finding in the decision area of budget was not supported. In fact, Isherwood and Taylor (1978); Mohrman, Cooke, and Mohrman (1978); and Rescigno (1977) found that teachers and instructors perceived little participation or wanted more participation in budgetary decisions. For the decision making area of teacher assignment, Morhman, Cooke, and Mohrman (1978) and Rappel (1977) found that teachers perceived a need for more involvement. McCluskey (1972) found that administrators were perceived by instructors to have the major role of decision making in the area of student personnel services. Thus, the literature and research cited supports the finding in the present study that teachers perceived significantly less influence in the decision making areas of teacher assignment and student personnel services.

In studies involving comparisons between males and females, Davis (1977) found differences in perceived job satisfaction, Ellenburg (1972) found differences in perceived morale, and LeCoultre (1979) and Mayer (1977) found differences in perceived participation in decision making. These studies support the findings reported herein that there were significant differences between male and female teachers' self-perceived influence on the decision making areas of budget and student personnel services. The study by LeCoultre supports even more closely the finding herein that males perceived more influence in the areas of budget and student personnel services when LeCoultre found that males perceived more influence than females in decision making in schools.

Roche (1978) and Sajecki (1977) found that there were differences among schools with respect to the teachers' perceived participation in decision making. However, the findings of Alutto (1978) and the findings reported for the present study were that there were no significant differences among schools with respect to the teachers' perceived influence in decision making.

In the review of literature and research, studies were reported by Brownlee (1979), Ellenburg (1972), Keef (1976), and Mayer (1977) in which significant differences were found among age groups of teachers with respect to other variables such as teacher leaders, morale, preferred decision making role, and perceived participation in

decision making. These findings were all contrary to the finding reported in the present study that when teachers were grouped by age there were no significant differences in their self-perceived influence on school-level administrative decision making.

In regard to teachers grouped by teaching experience, Catalino (1979) found differences in satisfaction with their decision making involvement, Ellenburg (1972) found differences in morale, Kalis (1980) found differences in perception of school climate and morale, and Ryan (1960) found that more experienced teachers favored the school administration. The general finding from these studies was that as years of experience increased the teachers perceived more influence in decision making, had a more positive perception of school climate, and perceived that a higher state of morale existed. These findings were similar to the findings for the present study in that there was a significant difference among teachers when grouped by teaching experience with respect to their self-perceived influence in the decision making areas of budget, curriculum, and teacher assignment. Also, it can be concluded from the analyses of data in Chapter III that teachers with 16-25 years of experience perceived more decision making influence than teachers with 1-5 years of experience.

Ryan (1960) found mathematics and science teachers more conservative than social studies and English teachers. Marra (1978) found that the students of teachers, who

perceived more participation in decision making, had higher achievement in mathematics than students of teachers, who perceived less participation in decision making. These two studies were the only studies reviewed where significant differences in regard to subject area of teachers and other variables were found. The pattern of previous research has generally been that few differences are found when teachers are categorized according to subject areas taught. Given the trend in the previous research, the findings of the present study were not unexpected. Specifically, as has been previously reported the only significant difference found, when the teachers were grouped by subject area taught, was that physical education teachers perceived more influence on the decision making area of budget than the liberal arts teachers.

Implications for Administrative Practice

Considering the possible score of 30 for each of the decision areas and the fact that the highest score of any subset studied was 15.946, it can be said that the teachers responding perceived a low level of influence on decision making. Thus, the first implication for administrative practice is that more emphasis should be placed on encouraging all teachers to participate in decision making regardless of decision area or teacher groupings. As is noted in the paragraphs that follow, special attention probably should be given to particular groupings of teachers, but the essential point remains that, in

relation to the level of involvement, teachers as a group responded to the effect that they perceived a low level of involvement. Given this situation, efforts to encourage each teacher, regardless of background or subject area, needs attention.

In the urban school district which served as a setting for this study, the process of collective bargaining between teachers and the school board had been in existence for seven years. During this period there had been numerous protracted negotiations and often these negotiations were accompanied by acrimony. Given the advent of collective bargaining and the acrimony associated with the process, it is probably not too surprising that teachers perceived a low level of influence on decision making. Nevertheless, if one assumes that it is appropriate for teachers to participate in decision making, the presence of the collective bargaining contract does not mean that there can be no cooperative or joint participation in decision making activities. Obviously, those items which are subject to negotiation and which are contained in the collective bargaining contract as a result of the negotiation process are not items about which teachers and administrators can make decisions, because these decisions have already been made and both the teachers and the administrators are governed by such. However, collective bargaining contracts do not cover the vast array of areas in which teachers and administrators have opportunity to share

in the decision making process. For example, within the urban school district which served as the basis for this study, the collective bargaining contract did not give attention to whether or not the principals may involve his or her faculty in determining how the local school budget may be allocated or the voice teachers may have in student personnel services and curriculum offerings. These kinds of areas then are legitimate subjects for participation in decision making.

The second implication for administrative practice is that special encouragement should be given for teachers to participate in the decision areas of teacher assignment and student personnel services. The teachers perceived significantly lower influence in these two decision areas than in the decision areas of budget and curriculum.

Male teachers perceived more influence than female teachers in the decision areas of budget and student personnel services. Therefore, both male and female teachers should be encouraged to participate more in all decision areas, but, as was noted in the opening paragraph of this section, special encouragement should be given to female teachers to participate in the decision areas of budget and student personnel services.

There were no significant differences, related to the extent of influence between younger and older teachers and the schools in which they were employed, found in the analyses of data. The results of the study indicate

that no special emphasis needs to be placed on encouraging teachers with respect to schools or ages of the teachers.

Again, as has been previously noted, all teachers need encouragement, but special attention should be given to encourage teachers with less experience to participate in the decision making areas of budget, curriculum, and teacher assignment. Specifically, the teachers with 1-5 years of experience need more encouragement, because these teachers perceived significantly lower influence than teachers with 16-25 years of teaching experience.

Once again, all teachers need encouragement, but with respect to the subject area of the teachers, liberal arts teachers should be given special encouragement by the administration to participate in decisions regarding the budget. In the decision area of budget the liberal arts teachers scored significantly lower than physical education teachers.

With a consistent pattern of perceived low influence by teachers, giving special encouragement to teachers to participate may not be sufficient. It would seem to be appropriate to try some different techniques to improve participation or perceived influence. Davis (1977) offered several techniques that could be useful to administrative practice in schools. Davis (1977) suggested consultive management, democratic management, production committees, suggestion programs, and multiple management (pp. 148-150).

CHAPTER V
SUMMARY AND CONCLUSIONS

Summary

Given an extended history and pageantry of participation in decision making by authorities in the field of business and education and the advent of many formal mechanisms in large school districts to foster participation of teachers in decision making, the present study which focused on teacher characteristics as related to self-perceived influence in four areas of decision making was undertaken. Specifically, the problem in the investigation was to determine to what extent teachers in selected high schools in an urban school district perceived they had influence in the following decision making areas: budget, curriculum, teacher assignment, and student personnel services. Secondarily, the problem in the study was to determine if there were differences in self-perceived influence of teachers in each of the decision making areas using the following groupings of teachers: sex, school in which employed, age, teaching experience, and subject area taught.

In conducting the study, 283 teachers from four randomly selected high schools provided data by means of a researcher-developed questionnaire which identified

the self-perceived influence of the teachers relative to the above mentioned areas. Six null hypotheses gave direction to the data analysis. These hypotheses focused on (1) were there differences among teachers self-perceived influence in relation to the four decision making areas, (2) were there differences between males and females relative to perceived influences in each of the decision making areas, (3) were there differences among teachers grouped by the schools in which they were employed, (4) were there differences among teachers grouped by age, (5) were there differences among teachers grouped by years of experience, and (6) were there differences among teachers grouped by the subject area taught. The data were analyzed as appropriate by means of one way analyses of variance (F-ratio) and t-tests. Also, Tukey's tests were applied when the analysis of variance resulted in a significant F-ratio. The .05 level of significance was used as the basis for rejecting the null hypotheses.

From the analyses of data several major findings emerged. The first major finding was related to the teachers' self-perceived influence by decision areas. The mean scores for the teachers by decision making areas were budget--12.929, curriculum--13.777, teacher assignment--7.477, and student personnel services--8.424 (the possible score for each area was 30). The analysis of variance revealed a significant difference among the teachers by decision areas. Therefore, the first hypothesis

was rejected. A Tukey's test was performed and it was found that teachers perceived they had significantly more influence on budget and curriculum decisions than on teacher assignment and student personnel services decisions.

When male and female teachers were compared relative to self-perceived influence, in the area of budget the mean score for the males was 13.972 and for the females it was 12.265; in the area of curriculum the mean score for the males was 14.645 and for the females it was 13.225; in the area of teacher assignment the mean score for the males was 7.972 and for the females it was 7.161; and in the area of student personnel services the mean score for the males was 9.272 and for the females it was 7.884. Four t-tests were performed and significant differences were found between male and female teachers' self-perceived influence on the decision making areas of budget and student personnel services. The parts of the second hypothesis relating to budget and student personnel services were rejected because the male teachers perceived they had significantly more influence than did female teachers in these decision making areas.

The third hypothesis was accepted because the analyses of variance produced no significant differences among teachers' self-perceived influence for any of the four decision making areas, when the teachers were grouped by the schools in which they taught. The mean scores for teacher perceived influence by schools for budget were

11.829, 12.925, 13.055, and 13.440. For curriculum, the mean scores were 12.531, 15.175, 13.750, and 13.166. For teacher assignment, the mean scores were 7.042, 7.387, 7.666, and 7.642. For student personnel services, the mean scores were 7.659, 9.425, 8.125, and 8.154.

The fourth hypothesis was also accepted because the analyses of variance revealed no significant differences at the .05 level among teachers' self-perceived influence for any of the four decision making areas when the teachers were grouped by age. The mean scores for the teachers' age groups of under 25, 25-35, 36-45, 46-55, and over 55 years old respectfully were as follows: for budget--9.000, 12.173, 14.080, 13.723, and 12.533; for curriculum--8.200, 13.008, 14.274, 15.138, and 13.833; for teacher assignment--5.600, 6.677, 8.000, 8.261, and 8.233; and for student personnel services--8.600, 8.710, 8.935, 8.015, and 7.066.

When teachers were grouped by the experience groups of first year, 1-5 years, 6-15 years, 16-25 years, and over 25 years, the respective groups' mean scores were as follows: for budget--10.800, 10.891, 12.646, 14.821, and 14.000; for curriculum--11.600, 11.324, 13.559, 15.946, and 14.416; for teacher assignment--6.600, 6.486, 6.795, 9.339, and 9.416; and for student personnel services--10.000, 8.297, 8.472, 8.571, and 7.625. From the analyses of variance it was found that there were significant differences at the .05 level among the teacher experience

groups in their self-perceived influence for the decision making areas of budget, curriculum, and teacher assignment. Therefore, these parts of the fifth hypothesis were rejected. The part of the fifth hypothesis related to student personnel services was accepted. From an application of the Tukey's test, it was found that teachers with 16-25 years of experience perceived they had more influence in the decision making areas of budget, curriculum, and teacher assignment than did the teachers with 1-5 years of experience. Also, the teachers with 16-25 years of experience and teachers with over 25 years of experience perceived they had more influence in the decision making area of teacher assignment than did the teachers with 6-15 years of experience.

For teachers grouped by subject area taught (liberal arts, science, vocational, physical education, and "other") the mean scores were as follows: for budget--11.619, 12.776, 14.681, 15.312, and 13.416; for curriculum--13.415, 13.434, 15.257, 12.500, and 12.916; for teacher assignment--7.292, 6.973, 7.500, 9.125, and 10.083; and for student personnel services--8.920, 7.789, 8.060, 9.687, and 8.083. From the analyses of variance conducted only one significant difference was found. That was for the decision making area of budget. Thus, the part of the sixth hypothesis relative to budget was rejected and the other three parts of the sixth hypothesis were accepted. A Tukey's test revealed that physical education teachers

perceived they had significantly more influence on budget decisions than did liberal arts teachers.

Conclusions

Based on the analyses of data the following conclusions were deemed warranted:

1. There were differences among teachers in regard to the areas of decision making in which they perceived influence. This was supported by the rejection of the first null hypothesis and the finding that teachers perceived they had significantly more influence in the decision making areas of budget and curriculum than in the areas of teacher assignment and student personnel services.

2. There were some differences among teachers in their self-perceived influence over school-level administrative decision making related to the demographic variables of sex, teaching experience, and subject area taught. This was supported by the findings that in certain decision making areas male teachers perceived they had more influence than did female teachers, more experienced teachers perceived more influence than did less experienced teachers, and physical education teachers perceived more influence than did liberal arts teachers.

3. Even though not directly related to the null hypothesis which gave direction to the data analysis, the general conclusion is reached that overall, teachers in the urban school district studied did not perceive that they had a high level of influence on school-level

administrative decision making. This conclusion seemed justified by the finding that the highest mean score for any grouping of teachers was 15.946, in contrast to a possible mean score of 30.000. Given the scale used, this indicated that the teachers perceived their participation in school-level administrative decision making to be limited.

APPENDIX

TEACHER CHARACTERISTICS

Check only one in each group that correctly identifies you.

1. SEX: male____
female_____

2. AGE: under 25_____
25-35_____
36-45_____
46-55_____
over 55_____

3. TEACHING EXPERIENCE:
first year_____
1-5 years_____
6-15 years_____
16-25 years_____
over 25 years_____

4. SUBJECT AREA:
language arts
social studies
music
art
foreign language
} liberal arts_____

mathematics
all sciences
} science_____

business
trades
industrial arts
} vocational_____

physical education_____

other_____

DECISION MAKING

For each statement that follows check the appropriate space as you feel the statement applies to you. Check each statement using this numbering system.

6 represents to a very great extent
5 represents to a great extent
4 represents to some extent
3 represents to a little extent
2 represents to a very little extent
1 represents to no extent at all

BUDGET

I take part in

1. the development of the school budget.	6	5	4	3	2	1
2. determining how the money will be allocated or spent for my department.	6	5	4	3	2	1
3. the selection of equipment the school purchases.	6	5	4	3	2	1
4. the selection of materials the school purchases.	6	5	4	3	2	1
5. determining how the money will be allocated or spent for my classes.	6	5	4	3	2	1

CURRICULUM

I take part in

6. determining curriculum goals for the school or selected courses.	6	5	4	3	2	1
7. the development of the content of specific courses.	6	5	4	3	2	1
8. the selection of textbooks.	6	5	4	3	2	1
9. the development of the master schedule.	6	5	4	3	2	1
10. determining curriculum evaluation procedures.	6	5	4	3	2	1

6 represents to a very great extent
5 represents to a great extent
4 represents to some extent
3 represents to a little extent
2 represents to a very little extent
1 represents to no extent at all

TEACHER ASSIGNMENT

I take part in

11. the selection of teachers.	6	5	4	3	2	1
12. determining which teacher teaches what subject.	6	5	4	3	2	1
13. determining teachers' other duties.	6	5	4	3	2	1
14. determining student load per teacher.	6	5	4	3	2	1
15. determining the teaching schedule for all teachers.	6	5	4	3	2	1

STUDENT PERSONNEL SERVICES

I take part in

16. determining student conduct policies.	6	5	4	3	2	1
17. determining student disciplinary action.	6	5	4	3	2	1
18. determining student activities.	6	5	4	3	2	1
19. regulating student government.	6	5	4	3	2	1
20. determining materials for the student handbook.	6	5	4	3	2	1

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BIOGRAPHICAL SKETCH

Michael Paul Walker was born on January 17, 1947, in Salisbury, Maryland. He received his elementary and secondary education in schools from Rhode Island to Florida, graduating from Gainesville High School in Gainesville, Florida. He received a B.S. from Florida State University in 1969 and an M.Ed. from the University of North Florida in 1975.

His professional experience has all been in the Duval County School System. Michael taught secondary school mathematics for eight years, during which he was two years the president of the local mathematics teachers council and runner-up to the county teacher of the year. He was for one year a curriculum assistant in J. E. B. Stuart Junior High School. He is currently vice-principal at Terry Parker High School, where he has been for two years.

Michael is married to Geneva E. Walker, and they have two children, Mic and Katy, who are elementary school students in Duval County.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

Michael Y. Nunnery
Chairman
Professor of Educational Administration and Supervision

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

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This dissertation was submitted to the Graduate Faculty of the Department of Educational Administration in the College of Education and to the Graduate Council, and was acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

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